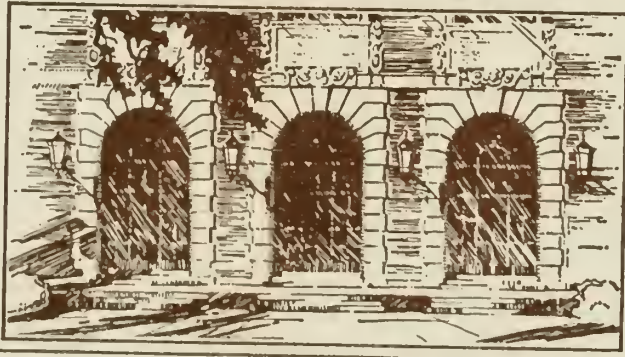


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ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

RELEVANCE -- IN CURRICULUM PLANNING

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

A publication of the Division of Home Economics Education,
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FOREWORD

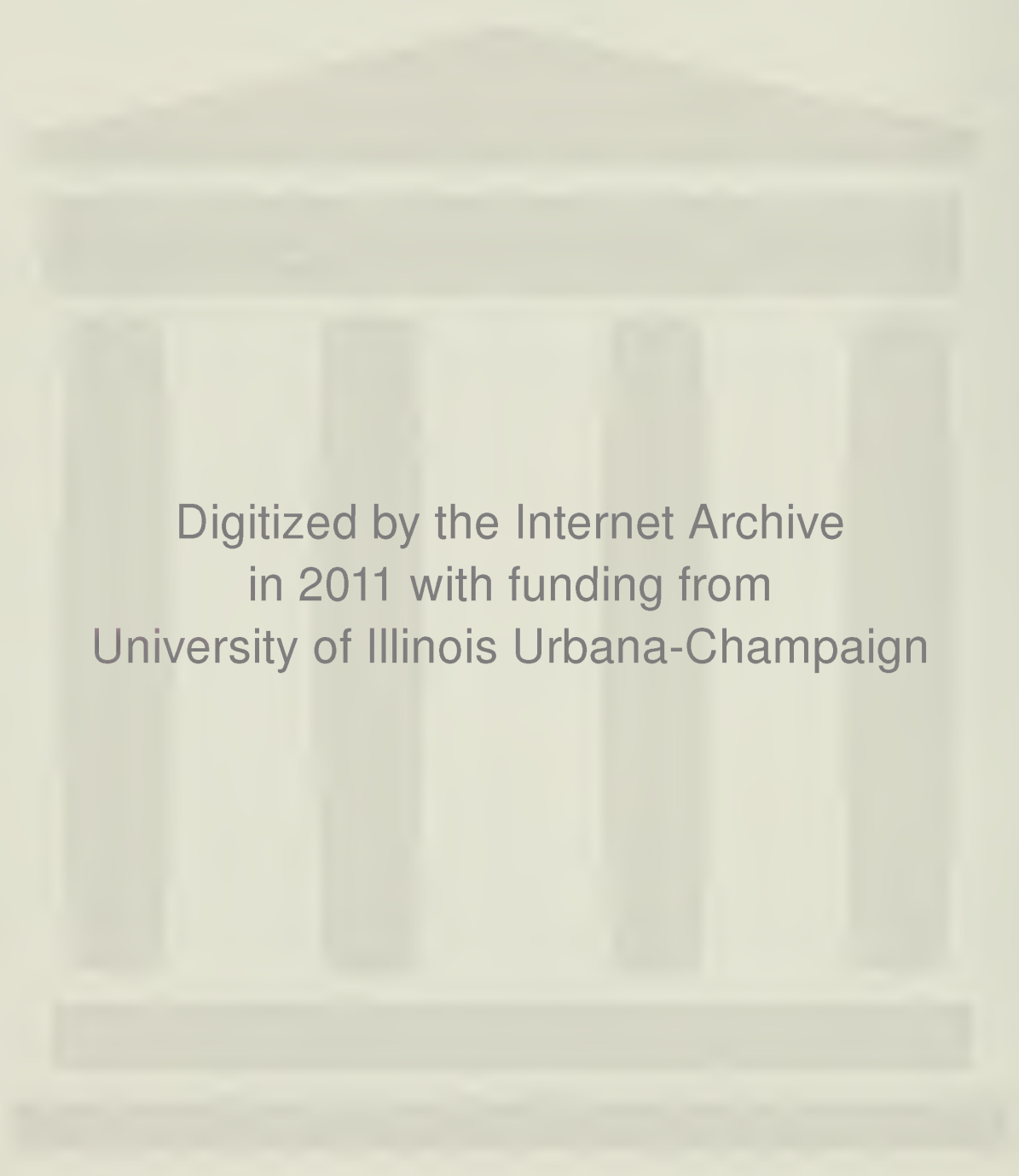
RELEVANCE has been selected as the theme for the 1969-70 issues of the ILLINOIS TEACHER, with ideas for Relevance in Curriculum Planning coming first. In this issue we present outlines for Home Economics 11 and 12, Homemaking aspect, to complete the series begun two years ago. This is in response to a number of requests.

Mrs. Lila Jean Eichelberger, Home Economics teacher and coordinator in the Cooperative Vocational Education Program at Centennial High School, Champaign, Illinois participated in the University of Illinois Home Economics Curriculum Development Project sponsored by the Illinois Research Coordinating Unit by developing plans for an occupationally-oriented course in child development. These plans are included in this issue with the thought that they might not only be useful in teaching occupational courses, but also with some adaptations in teaching semester courses in a homemaking program.

--Elizabeth Simpson
Editor for this Issue

ANNOUNCEMENT

~~~~~  
The staff of the Division of Home Economics Education  
wishes to inform ILLINOIS TEACHER readers that on  
September 8, 1969 Elizabeth Simpson joined the U.S.  
Office of Education staff as Research Associate in  
the Research Branch. We shall miss her guidance and  
inspiration here at the University of Illinois, but  
wish her well in her larger endeavors for all of us.  
We are grateful for her preparation of this issue of  
the ILLINOIS TEACHER.  
~~~~~



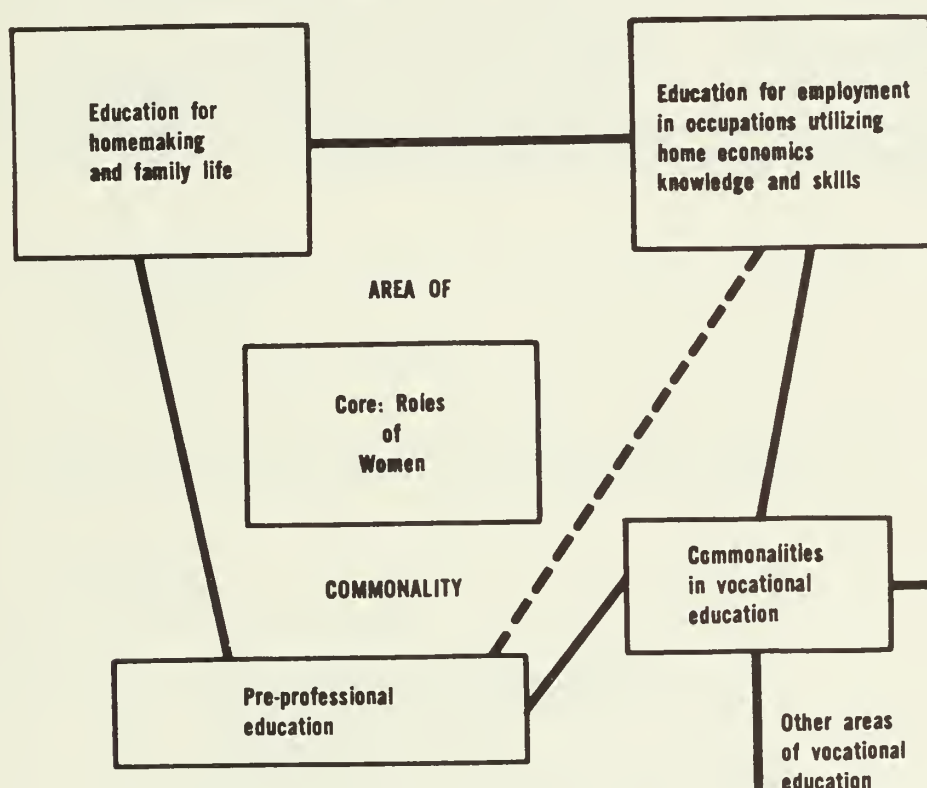
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OUTLINES FOR HOME ECONOMICS COURSES AT SECONDARY LEVEL

A new theoretical model for home economics programs at the secondary level was presented in the *Illinois Teacher*, Volume XI, No. 4. The proposed model consists of three major aspects: (1) education for homemaking and family life, (2) education for employment utilizing home economics knowledge and skills, and (3) pre-professional education. These three aspects are united by an area of commonality with a central core of "roles of women." Connections exist among aspects of home economics and other fields of vocational education. A diagram of this model is presented to enable readers to visualize the concept and to understand the organization of curriculum content.¹



Model for Proposed Curriculum in Home Economics²

¹Adapted from "Development of Curriculum Guides for a Coordinated Program of Home Economics," *Illinois Teacher*, Vol. XI, No. 4, Spring 1967-68, pp. 252-253.

²E. Simpson. Projections in home economics education. *American Vocational Journal*, November, 1965. Reprinted by permission of AVA.

Outlines for home economics courses, grades 7 through 10, have been presented in previous issues of *Illinois Teacher* as follows:

Grade 7, Vol. XI, No. 4, pp. 259-270
Grade 8, Vol. XI, No. 5, pp. 343-351
Grade 9, Vol. XII, No. 4, pp. 206-216
Grade 10, Vol. XII, No. 4, pp. 217-231

Unit plans for pre-vocational classes may be found in previous issues of *Illinois Teacher* as follows:

Grade 7, Pre-Employment Unit, Vol. XI, No. 4, pp. 271-311
Grade 8, Pre-Employment Unit, Vol. XI, No. 5, pp. 353-378
Grade 10, Vocation Orientation Unit, Vol. XII, No. 4, pp. 233-253

There follows in this issue outlines¹ for grades 11 and 12 for the homemaking aspect of home economics giving emphasis to the areas of relationships and management. In the preparation of these outlines, special attention has been given the needs of those with the dual role of homemaker-wage earner. A unit plan for grade 11 or 12 in the occupational aspect of child development follows the outlines.

¹The following persons, associated at one time or another with the Curriculum Project directed by Dr. Elizabeth Simpson, contributed to these outlines: Norma Bobbitt, Bessie Hackett, Amy Jean Knorr, Mary Mather, Elizabeth Simpson, Emma Whiteford.

HOME ECONOMICS GRADE 11 UNIT OUTLINES

UNIT I. MEANING OF HOME AND FAMILY

- I. Concepts of home and family and how they develop through experience
- II. Concepts of home and family in literature and art
- III. Family roles
 - A. Identification
 - B. Influences on role concepts

UNIT II. THE FAMILY AS A SOCIAL INSTITUTION¹

- I. The family as affected by and as affecting the institutions of
 - A. Economics
 - B. Education
 - C. Politics
 - D. Religion
 - E. Social class system
- II. Other influences on the family (on structure, authority patterns, ways of solving problems and achieving goals)
 - A. Cultural
 - B. Ethnic
 - C. Social conditions
 - 1. Technological developments
 - 2. Expanding knowledge in all areas
 - 3. Shrinking world
 - 4. Emergence of new nations and groups
 - 5. Space exploration
 - 6. Developments in communication and travel
 - 7. Urbanization and suburbanization
 - 8. Commuting workers
 - 9. Explosive population growth in some groups
 - 10. Increasing life span
 - 11. Emphasis placed upon youthfulness
 - 12. Need for re-education for employment
 - 13. Decrease in job opportunities for unskilled workers
 - 14. Increase in need for skilled workers
 - 15. Increased importance of job preparation

¹Coordinate with social studies.

16. Increased number of women employed in work force
17. Shorter work week; increased leisure
18. High rates of juvenile delinquency and mental illness

III. Present conditions in family life

- A. Lessened self-sufficiency and increased dependency upon outside agencies
- B. Family-community interaction
 1. Shared responsibility for meeting individual needs: education, health, safety, religion, and recreation
 2. Increased importance of affectional functions
- C. Variety in family patterns
- D. Early marriage and parenthood
- E. Geographic mobility of individuals and families
- F. High divorce rate
- G. Increasing complexity of roles of family members
- H. Increasing proportion of employed homemakers
- I. Family welfare influenced by governmental decisions and world tensions
- J. Increased mechanization in the household
- K. Abundance of goods and services available
- L. The family primarily a consuming unit

IV. Legal aspects of family life

- A. Family's legal responsibilities with respect to children
- B. Laws as reflecting attitudes and values of society
 1. Marriage
 2. Divorce
 3. Family welfare
 4. Provision and help for families with temporary hardships
 5. Agencies and institutions assuming obligations previously met by families

V. Marriage--legal, social, and religious aspects

- A. Attitudes and values of society toward family life as reflected in laws
- B. Legal requirements for marriage
- C. Civil authority vested in clergy in United States
 1. Clergy as giving civil and religious sanction over marriage
 2. Differences in religious faiths with respect to the marriage ceremony
- D. Marriage ceremony, transition from engagement to married life, and social customs related to the ceremony
- E. Mate selection

1. Free mate selection in the United States in contrast to methods of many other countries
2. Variations in acceptance of freedom in mate selection, social, ethnic, religious factors

UNIT III. RESPONSIBILITIES OF THE FAMILY

I. Responsibilities of the family to its members

A. To children

1. Contributions of family to meeting physical, mental, emotional, social needs

B. To adults

1. Contributions of family to meeting basic needs, especially those of psychological and emotional security

C. To aging members

1. Present situation with respect to aging members of family
2. Meeting needs of aging

II. Resources available to family in meeting its responsibilities

- A. Community
- B. Governmental
- C. Religious

III. Responsibilities of the family to society

- A. Participation in the life of the community
- B. Ethical use of community resources
- C. Contributions the family can make to the larger society

UNIT IV. DEVELOPMENTAL STAGES OF FAMILY LIFE

I. Stages in the family life cycle²

- A. Beginning family
- B. Childbearing stage
- C. Family with preschool children
- D. Family with school children
- E. Family with teenagers
- F. Family as launching center
- G. Family in middle years
- H. Aging family

²From writings of Evelyn Duvall and Reuben Hill.

II. Patterns of adult living

A. Couple with or without children--the conjugal family

1. Marriage
2. Separate place of residence
3. Self-support
4. Control of own affairs

B. Incomplete family

1. Widow, widower, or divorcee with their children
2. Brothers and sisters who continue to live together

C. Extended family, one of more than two generations

1. Joint households
2. Clustered separate domiciles

D. Single person

1. Most adults "single" at some period in their lives
2. Opportunity for concentration on career or social service activities

III. Understanding adult roles in the family life cycle

A.. Roles of the young adult

1. Student
2. Roommate
3. Employed person
4. Homemaker
5. Wife or husband
6. Parent
7. Community participant

B. Roles of men and women less clearly defined in modern society, subject to change

C. Husband-wife role

1. Adjustments among young married couples
2. Determining new roles as husband and wife
3. Transferring deepest affection to marriage partner from parents
4. Influences of examples in the parental home

D. Homemaker's role

1. Household management and interpersonal relationships as factors in the homemaker's role
2. Employment of wife as aspect of the homemaker's role

- a) Factors involved in the decision to work outside the home
- b) Influence of the wife's employment on the roles of other members in the family

E. Parent

- 1. In the childbearing stage, parent responsibilities include
 - a) Provision of a stable environment
 - b) Reconciliation of differences resulting from variation in backgrounds of family members
 - c) Mutual support in meeting developmental needs of family members
- 2. Adjustments required in meeting a succession of changes in the expanding family
 - a) Acceptance of the parent role
 - b) Adapting to the needs of the infants and growing children
 - c) Modifying the role as children grow and attain independence

F. Husband and wife in the contracting family

- 1. Factors conducive to reaching "contracting family stage" in early middle years
 - a) Marriage in the teens and early twenties
 - b) Smaller families
 - c) Unmarried sons or daughters maintaining independent living arrangements
- 2. Factors conducive to reaching "contracting family stage" later in the family life cycle
 - a) Delayed parenthood or extended parenthood
 - b) Remarriage of a widow, widower, or divorced person
- 3. Developmental stage in the family life cycle extended by increased life span
- 4. New self-conceptions and role behaviors as results of
 - a) Physical changes
 - b) Changes in economic status
- 5. Ease in adjustments as a middle-aged couple, facilitated by satisfactions gained as grandparents

G. Aging couple

1. Changing attitudes toward opportunities for continuing growth and development at upper-age levels
2. Increased opportunities for cultural and recreational activities
 - a) Travel
 - b) New recreational interests
 - c) Intellectual development and emotional interaction
3. Need for accommodation to changing conditions and financial circumstances
 - a) Chronic illness
 - b) Dependency
 - c) Loss of spouse
 - d) Changes in living arrangements

UNIT V. BEGINNING A NEW FAMILY

I. Social relationships in preparation for marriage

A. From dating to engagement³

1. Dating as the usual early stage in a progressive process leading to marriage
2. Purposes of dating in our culture
 - a) Meeting needs for approval
 - b) Recognition and companionship
 - c) Preparing for the give-and-take of marriage
 - d) Becoming better acquainted as a basis for determining whether or not to marry
 - e) Helping develop standards relative to what is desirable in a mate

B. Goals of the engagement period

1. Developing pair unity and identity
2. Becoming mutually responsive
3. Integrating social patterns
4. Unifying values, interests, and goals
5. Planning in terms of practical decisions concerning living arrangements, employment, relationships with families

II. Assuming responsibilities involved in marriage⁴

³See Ninth Grade Unit, Extended Relationships. This section may be omitted, depending on student need.

⁴Adapted from Duval, Evelyn Millis, *Family Development*, J. B. Lippincott, Philadelphia, 1962, p. 128.

- A. Establishing a home
- B. Establishing mutually acceptable systems for obtaining and spending money
- C. Developing mutually satisfying ways of carrying on the work of the home
- D. Establishing mutually satisfying sex relationships
- E. Establishing systems of intellectual and emotional communication
- F. Developing workable relationships with relatives, friends, and acquaintances
- G. Planning for children
- H. Establishing an acceptable philosophy of life as a couple
- I. Establishing mutually acceptable patterns of who does what and who is accountable to whom

III. Meeting affectional needs as a primary purpose of marriage and family life

A. Review of emotional needs

- 1. Recognition
- 2. Affection
- 3. Adequacy
- 4. Self-expression
- 5. Empathy

B. Developing concepts of love

- 1. Active aspects of love characterized primarily as giving, not receiving⁵
- 2. In addition to giving, basic elements of love include
 - a) Care
 - b) Responsibility
 - c) Respect
 - d) Knowledge
- 3. Increased importance in personal relationships of husband and wife
- 4. Communicating love and concern
 - a) Verbally
 - b) Non-verbally
- 5. Sensitivity to other's needs as an aspect of loving

IV. Marital adjustments

- V. Resources available for aid in achieving developmental tasks of marriage

⁵Developed from Fromm, Erich, *The Art of Loving*, Harper and Row, 1965.

- A. Family life education in school
- B. Church programs of education
- C. Adult programs in the community
- D. Premarital and marital counseling
- E. Literature relating to research and clinical studies

UNIT VI. MANAGING A HOME

- I. Meaning of management
 - A. Decision-making as the crux of management
 - B. What it means to manage a home
- II. Areas of decision-making in family life, *for example*
 - A. Family earning and spending
 - B. Place of residence
 - C. Children in the family
 - D. Use of leisure
 - E. Personal relationships
- III. Influences on decisions
 - A. Goals
 - B. Values
 - C. Standards
- IV. Relationship among decisions in family life
- V. Variety and use of resources in solving family problems and meeting family needs

UNIT VII. BECOMING A PARENT

- I. Responsibilities of parenthood
- II. The mother role
- III. The father role
- IV. Sources of information for prospective parents
- V. Helping the child develop
 - A. Physically
 - B. Mentally
 - C. Emotionally
- VI. Guidance procedures
- VII. Our responsibilities for all children

HOME ECONOMICS GRADE 12 UNIT OUTLINES

UNIT I. FAMILY FINANCIAL MANAGEMENT¹

I. Definition and sources of income

- A. Meaning of income
- B. Types of income

- 1. Money
- 2. Real
- 3. Psychic

II. Bases for decisions regarding the use of income

A. Factors that influence use of income

- 1. Goals
- 2. Values
- 3. Standards
- 4. Needs and wants

- B. Relationship of family life cycle to needs for and use of family income

III. Planning for expenditures

A. Bases for planning

- 1. Record of past expenditures
- 2. Present spending habits
- 3. Cost of living
- 4. Individual and family needs, wants, goals, values, standards, and way of life
- 5. Long-term and short-term needs and goals

B. Developing a workable plan

- 1. Flexibility in plan
- 2. Quality of control on spending
- 3. Means of evaluating plan
- 4. Forms for budget and financial records

C. Family cooperation in planning for spending and record keeping

¹Adapted from *Home Economics Education, Homemaking Aspect*, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 133-136.

D. Planning for use of credit

1. Kinds of credit and advantages and disadvantages of each
2. Family use of credit

IV. Establishing a financial security program

- A. Governmental and business--individual and family
- B. Insurance--types and situations where each might be desirable
- C. Other forms of savings

1. Purposes of saving
2. Planning for saving
3. Methods of saving
4. Factors that influence choice of savings plans

V. Consumer buying

- A. Responsibilities of the consumer
- B. Moral and ethical aspects of consumption
- C. Consumer aids

1. Standards established by legislation and by governmental agencies
2. Sources of information about consumer products
3. Guarantees

D. Role of business and industry

1. Advertising--role, purposes, analysis
2. Sales
3. Trade associations

UNIT II. HOUSING THE FAMILY AND FURNISHING THE HOME² (Specific units in the home furnishings section may be omitted, depending upon students' backgrounds and needs.)

I. Sociological and psychological aspects of housing

A. Social problems related to housing

1. Housing and delinquency
2. Housing and integration
3. Housing and health
4. Crowded conditions
5. Changing styles and natural deterioration
6. Housing and cultural opportunities
7. Housing in a mobile society
8. World housing problems

²Adapted from *Home Economics Education, Homemaking Aspect*, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 141-144.

- B. Considerations related to psychological needs
 - 1. Facilities for entertaining
 - 2. Provisions for privacy
 - 3. Incentive to return for family gatherings
 - 4. Aesthetic aspects
 - 5. Provisions for handicapped
 - 6. Layout and convenience
 - 7. Cultural opportunities
 - 8. Client, architect, and interior decorator relationships
- II. Factors that influence housing choices
 - A. Stages in family life cycle
 - B. Size of family and ages of members
 - C. Money available
 - D. Occupations and interests of family members
 - E. Values of individuals and family as a group
 - F. Health status of family members
 - G. Location
 - H. Neighborhood
 - I. City plan for zoning
 - J. Community services
 - K. Improvements made in area, lot, or house
 - L. Physical aspects of plot
- III. Furnished or unfurnished types of housing
 - A. Room
 - B. Apartment
 - C. House
 - D. Duplex
 - E. Row house
 - F. Mobile home
 - G. Cooperative housing unit
- IV. Factors to consider in determining whether to build, buy, or rent
 - A. Personal and family values, goals, and standards
 - B. Amount and stability of income
 - C. Residential stability or mobility
 - D. State of family in the life cycle
- V. Legal and financial aspects of housing
 - A. Terminology
 - B. House financing
- VI. Application of color theories and design principles
 - A. Color in relation to housing and home furnishing
 - B. Design principles applied to housing and home furnishings

VII. Household textiles

- A. Classifications and properties of household textiles
- B. Considerations in selecting household textiles

VIII. Wall and ceiling treatments, window treatments, and floor coverings

- A. Factors to consider in choice of main backgrounds
 - 1. Present furnishings
 - 2. Use of the room
 - 3. Effect upon adjacent rooms
 - 4. Exposure, size, and shape of room
 - 5. Personalities of people who live in room
 - 6. Care
 - 7. Cost
- B. Special factors affecting choice of floor coverings
- C. Special factors affecting choice of wall and ceiling finishes
- D. Special factors affecting choice of window treatment

IX. Furniture

- A. Factors affecting furniture selection
 - 1. Social and psychological
 - 2. Construction
 - 3. Harmony of line, color, and design
 - 4. Cost
- B. Arrangement
- C. Care

X. Major appliances

- A. Factors affecting choice
 - 1. Equipment needs
 - 2. Use and care
 - 3. Prices, guarantees, and servicing
- B. Factors to consider in choosing specific equipment

XI. Decorative accessories

- A. Factors to consider in selecting accessories
 - 1. Function
 - 2. Harmony with room decoration
 - 3. Cost
- B. Factors to consider in selecting specific accessories

1. Pictures
2. Lamps
3. Mirrors
4. Flower containers
5. Others

XII. Tableware and decorative table accessories

A. Factors to consider in selecting tableware

1. Needs for serving family meals and entertaining
2. Application of art principles
3. Cost
4. Care

B. Factors to consider in selecting specific tableware items

1. Dinnerware
2. Glassware
3. Flatware

XIII. Employment opportunities related to housing and home furnishings

UNIT III. PROVIDING FOR FAMILY FOOD NEEDS³

I. Functions of food throughout the family life cycle

A. Psychological meaning of food

1. Security and satisfaction through food
2. Sensory enjoyment from food
3. Emotional expression through food

B. Social values of food

1. Building family patterns and traditions
2. Developing relations outside the home

C. Physiological functions of food (review)

1. Building and repair of body tissue
2. Regulating body processes
3. Providing work and heat energy
4. Protecting the body from infection and disease

II. Meeting nutritional needs of individuals throughout the family life cycle

A. Daily nutrient requirements of young adults

³Adapted from *Home Economics Education, Homemaking Aspect*, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 151-153.

- B. Functions of nutrients
- C. Sources of nutrients in foods
- D. Variations and nutrient requirements and ways of meeting them

- 1. Pregnant and lactating women
- 2. Infants
- 3. Preschoolers
- 4. School-age children
- 5. Aging

III. Planning and preparing nutritionally adequate meals and snacks

- A. Planning meals and snacks to appeal to different age groups
- B. Preparing food to retain nutrients

IV. Managing time, energy, and money for meals and snacks

- A. Assessing individual or family resources for food

- 1. Time
- 2. Energy
- 3. Money
- 4. Skill

- B. Analyzing cost of food in time, energy, and money
- C. Developing a food spending plan consistent with resources
- D. Developing time and work patterns for provision of food consistent with resources
- E. Accommodating variations in resources for food throughout the family life cycle

V. Eating away from home

- A. Coordinating meals eaten away from home and at home

- 1. Nutritional adequacy
- 2. Sensory satisfaction

- B. Customs for eating away from home

VI. Entertaining with ease

UNIT IV. PROVIDING FOR FAMILY CLOTHING NEEDS

I. Significance of clothing

- A. Individual considerations

- 1. Influence of clothing on personality and behavior
- 2. Needs at various stages of development

B. Family budget considerations

1. Clothing a flexible expenditure

- a) Conditioned by varying needs
- b) Conditioned by resources available

2. Varying expenditures for clothing during family life cycle

II. Management of clothing

A. Selection considerations

- 1. Planning for psychological as well as physical needs
- 2. Qualities of fabrics for temporary or long-time use
- 3. Type and amount of care and storage needed
- 4. Suitability for family's and individual's way of life in various indoor and outdoor climates

B. Maintenance considerations

- 1. Provisions for storage
- 2. Methods of care for cleanliness
- 3. Alterations and repair of various types and by various services
- 4. Possible outlets for clothing no longer suitable for original use

UNIT V. MEETING NEEDS OF SICK AND AGING IN THE FAMILY⁴

I. Meeting needs of sick family members at home

A. Conditions making home care necessary or desirable for the mentally or physically ill

- 1. Factors in the patient's condition
- 2. Factors in the family situation

B. Planning space and facilities for a sick person

- 1. Room to facilitate patient's comfort and care
- 2. Furniture and equipment for comfort and ease of care
 - a) Adapting home equipment for sickroom use
 - b) Borrowing or renting equipment from community sources

⁴Adapted from *Home Economics Education Syllabus for a Comprehensive Program*, The University of the State of New York, the State Education Department, Bureau of Home Economics Education, Albany, 1964, pp. 95-97, 109-111.

3. Methods of caring for the sickroom to aid in patient's comfort and care
- C. Providing for care and comfort of patients
 1. Techniques for patient care
 2. Means of making patients comfortable
 3. Adjustments of family schedules and patterns to meet patient's needs
 4. Use of volunteer and paid help from the community to assist in care of patient.
- D. Feeding sick persons
 1. Factors in planning food for sick persons
 2. Diets for different health conditions
- E. Supporting persons in recovering from mental illness
- II. Meeting needs of aging family members
 - A. Meaning of aging
 1. Characteristics of persons in middle life and old age
 2. Developmental tasks of aging persons
 - B. Special needs of aging persons
 1. Housing
 - a) Location of housing to meet social and psychological needs
 - b) Features of housing to meet physical needs
 2. Clothing
 - a) Features of clothing to accommodate physical aging
 - b) Characteristics of clothing to meet social and psychological needs
 3. Nutrition (see Unit III - 11, D, 5)
 - a) Modification of food practices for changing physiological conditions and nutritive needs
 - b) Adjustment of food practices to changes in income
 - c) Use of food as creative and social outlets
 4. Frequent physical check-ups
 - a) Early detection of irregularities
 - b) Measures to prevent illnesses
 5. Activity and association which gives a sense of worth, a sense of purpose

- 6. Financial needs
- C. Contributions families can make to aging members
 - 1. Material contributions
 - 2. Non-material contributions
- D. Values in supporting well-being of aging family members
 - 1. To the aging
 - 2. To other family members
 - 3. To the society

UNIT VI. CONTINUING EDUCATION IN FAMILY LIFE

- I. Need for continuing education in family life
 - A. Societal changes bring about changed conditions and requirements for individuals and families
 - 1. Different life patterns for women and men
 - 2. Different employment patterns and opportunities for women
 - 3. New requirements for homemaking and management skills
 - a) Changes in income bringing increased responsibility for handling money and credit
 - b) Changes in time available for homemaking and leisure bringing increased significance to decision-making concerning allocation of time
 - c) New products and services increasing the alternatives available to families
 - d) Relocation of homes and jobs; living and working in new situations
 - B. Research continuously produces new knowledge with implications for family life
 - 1. Characteristics of society which influence human development
 - 2. Characteristics of family life which influence human development
- II. Need for recognizing reliable information in family life education
 - A. Bombardment of the public by mass media with both reliable and non-reliable information
 - B. Consequences of using non-reliable information
 - C. Characteristics of reliable information
 - D. Sources of reliable information

- III. Challenge to family members in continuing education in family life education
 - A. Constant reassessment of values and the resources for achieving them
 - B. Building attitudes of inquiry and excitement in learning in family members

CHILD DEVELOPMENT AND GUIDANCE--THE OCCUPATIONAL ASPECT

Following is a plan for an occupationally-oriented course in child development and guidance. It assumes cooperative work experiences as a part of the preparation of students for occupations in the field of child care.

Mrs. Lila Jean Eichelberger developed the plans for the course. Mrs. Eichelberger has had broad experiences as a homemaking teacher and as a coordinator in the Cooperative Vocational Education Program. She has participated in curriculum development work at both local and state levels in Illinois.

This course plan is part of a curriculum development effort funded by the Illinois Research Coordinating Unit.

PREPARATION FOR EMPLOYMENT IN THE AREA OF CHILD DEVELOPMENT

Unit Outlines for Grades 11-12

- I. Orientation to employment in the area of child development
 - A. Employment opportunities in the area of child development
 1. Entry level occupations which may or may not require high school training
 - a) Baby-sitter in a private home
 - b) Helper in child-care center
 - c) Nursemaid for private family
 - d) Nursery school aide, assistant
 - e) Kindergarten helper
 - f) Helper in children's hospital ward
 - g) Helper on playground
 - h) Assistant in recreation center
 - i) Assistant in children's library
 - j) Sales clerk for children's toys, books, clothing
 2. Occupations requiring advanced training and/or education
 - a) Aide or attendant in child-care center
 - b) Teacher assistant
 - c) Teacher
 - (1) Nursery school
 - (2) Kindergarten
 - (3) Elementary
 - (4) College--child development
 - (5) Adult--child development

- d) Director of child-care center
- e) Research assistant in child development
- f) Buyer of children's toys, books, clothing in department store

B. Significance of the area of child development as a field of study and as an occupational field

1. Contributions child-care centers may make to welfare of children
 - a) Supplement and complement care received at home
 - b) Allow opportunities for expression of feelings in acceptable ways
 - c) Provide varied play experiences
 - d) Allow opportunities to develop independence and assume responsibilities
 - e) Provide atmosphere conducive to optimum development of each child
2. Significance of child development programs
 - a) Effect of changes in family life patterns on care of children
 - b) Increasing number of individuals and families served by child development programs
 - c) Knowledge of how methods of dealing with children influences the individual development of the child
 - d) Contributions of research to the body of knowledge about human development

C. Personal qualities which contribute to success in employment in the area of child development and guidance

1. Willingness to learn and to work
2. Character traits, such as
 - a) Initiative
 - b) Dependability
 - c) Accuracy
 - d) Promptness
 - e) Cheerfulness
 - f) Honesty
 - g) Loyalty
 - h) Maturity
 - i) Patience
 - j) Calmness
 - k) Firmness
 - l) Emotional stability
3. Ability to take constructive criticism
4. Ability to follow directions
5. Respect for employer and staff members

6. Appropriate standards of health and personal grooming
 - a) Health certificate
 - b) Physical stamina
 - c) Clean, neat, appropriately dressed
7. Observance of professional ethics
 - a) Avoiding discussion of children outside of class
 - b) Avoiding criticism of staff and parents
8. Other desirable characteristics
 - a) Love of children
 - b) Enjoyment of working with children
 - c) Some understanding of child development and behavior
 - d) Sense of fairness
 - e) Ability to communicate with children
 - f) Skill in directing activities appropriate for age level
 - g) Alertness
 - h) Understanding of self--positive self-concept

II. Responsibilities of child-care employees

A. Understanding principles of growth and development

1. Factors influencing development

- a) Heredity
- b) Environment
 - (1) Surroundings
 - (2) Experiences

2. How a child grows

- a) Irregular
- b) Follows a pattern
- c) Own individual rate

3. Ways a child develops

- a) Physically
- b) Mentally (intellectual)
- c) Emotionally
- d) Socially

4. Influence of preschool years on later growth and development

B. Guiding growth and development

1. Purposes of guidance

- a) Adjustment to immediate environment
- b) Well-being of child
 - (1) Basic needs
 - (2) Safety

2. Principles of guidance

- a) Positive approach
- b) Consistency
- c) Supporting limits
- d) Recognizing individual differences
- e) Love and acceptance of child

3. Methods of guidance

- a) Indirect
 - (1) Arranging schedules
 - (2) Types of equipment
 - (3) Manipulating surroundings
- b) Direct
 - (1) Physical
 - (2) Verbal

C. Supervising activities

1. Purposes of activities

- a) Gain coordination
- b) Develop social skills
- c) Develop concepts
- d) Release excess energy, emotions, and tension
- e) Aid in problem solving

2. Principles of supervising

- a) Guidelines
- b) When to interfere

3. Stages of activity

- a) Solitary (alone)
- b) Parallel (beside)
- c) Cooperative (group)

4. Types of activity

- a) Free activity
 - (1) Indoor
 - (2) Outdoor

b) Dramatic activity (imaginative)

- (1) Doll center
- (2) Blocks
- (3) Dress-up

c) Creative

- (1) Principles of creativity
- (2) Techniques for developing child's creativity

(a) Painting

- i) Easel
- ii) Finger
- iii) Sponge

(b) Cutting

(c) Pasting

(d) Crayons, chalk, pencil, ink

(e) Modeling

i) Clay

ii) Dough

(f) Puppets, mobiles, and stables

(g) Graphics

(h) Use of "waste" materials

(i) Simple science projects

(j) Water, sand, snow

(k) Flannel board

(l) Carpentry

d) Literature

- (1) History of children's literature
- (2) Criteria for selecting books for children
- (3) Illustrators and illustrations for children's books
- (4) Types of stories

(a) Animal

(b) Fantasy

(c) Realism

(d) Fables

(e) Parables

(f) Proverbs

(5) Uses of poetry

(6) Books which especially contribute to intellectual stimulation

(7) Meaningful methods for reading aloud to children and for storytelling

(8) Uses of fingerplays

e) Musical activity

(1) Fundamentals

- (a) Rhythm
- (b) Harmonic and melodic concepts
- (c) Pitch
- (d) Key determination

(2) Value of music

(3) Various expressions of music

- (a) Records
- (b) Rhythm band instruments
- (c) Fingerplays
- (d) Music and dance
- (e) Group singing
- (f) Spontaneous music by children
- (g) Musical games

(4) Ways to incorporate music into program

- (a) Special time period
- (b) Supplement to another activity
- (c) Transition between activities
- (d) Therapeutic value

(5) Ways to encourage children to participate in musical activities

f) Excursions

g) Habits and routines

(1) Value of habits

(2) Relation of habits to routines

(3) Developing habits through routines of

- (a) Toileting
- (b) Snacks and mealtime
- (c) Sleep and rest
- (d) Cleanliness

h) Health and safety activities

(1) Developing health and safety practices

(2) Childhood diseases

- (a) Symptoms
- (b) Treatment
- (c) Immunization

(3) Chronic diseases

- (a) Description
- (b) Care
- (c) Aiding child in adjusting to

- (4) First-aid procedures
- (5) Health agencies available to children

5. Relationship between stages of development and activity

D. Observations of children

1. Principles

- a) Concentration
- b) Objectivity
- c) Sensitivity
- d) Accuracy and conciseness in recording behavior
- e) Differentiation between facts and interpretations of behavior

2. Discussion of behavioral aspects observed

E. Other responsibilities

1. Working as a member of a team

- a) Learning names of employer, employees, parents, and children
- b) Becoming familiar with policies, schedules, etc.
- c) Determining responsibilities of particular job

2. Selecting materials and equipment

- a) Promoting development
- b) Providing for safety

3. Clerical

4. Housekeeping

- a) Arrangement, use, and care of equipment
- b) Cleaning up

III. Child-care employment as a career

A. Significance of child-care employment (review)

B. Avenues for additional preparation

- 1. Education
- 2. Training

C. Opportunities for advancement

PREPARATION FOR EMPLOYMENT IN THE AREA OF CHILD DEVELOPMENT

Overview

This course, "Preparation for Employment in the Area of Child Development," is planned as a one-year course for Grade 11 or 12 in a cooperative work-study program. It is one of the options to follow the sequence of pre-employment offerings, "Developing Qualities of Friendship and Employability" (Grade 7), "Occupations Related to Home Economics" (Grade 8), and "Looking Forward to Marriage and/or a Job or Career" (Grade 10). If the students enrolled in this course have not completed all of the pre-employment study, the teacher will need to select from the earlier units objectives, learning experiences, and content which are most pertinent in preparing students for employability.

The content of this course includes the child development concepts needed for employment. Students may or may not have previous experiences of working with children in a play group or some other supervised play situation. If the class members have previous education and/or training in child development the teacher will need to consider this in selecting the content and the emphases for the course.

This course is developed to be taught concurrently with on-the-job training experiences, but this does not preclude parts of it being taught prior to students being placed in training stations in the community. The course concentrates on the development of three- and four-year-old children, but it may be modified or expanded to include whatever age groups are present in local training stations.

A cooperative work-study program also includes the general commonalities of all areas of vocational education. Since these are developed elsewhere they are not included in this outline; however, the teacher will need to select and include those commonalities necessary to meet the needs of the students in the class.

As in previous unit plans in this series, certain elements of the plan are classified according to categories of educational objectives in the various domains.¹ Levels of expected behavior are indicated in parentheses following each objective and learning experience.

¹B. Bloom, M. D. Engelhard, E. Furst, W. H. Hill, and D. Krathwohl. *Taxonomy of Educational Objectives, Handbook I, Cognitive Domain*. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, and B. B. Masia. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. *Illinois Teacher*, 1966-67, 10, 110-144.

Major Objectives

Is aware of the employment opportunities in the care and guidance of children and understands the possibilities, limitations, and responsibilities of such employment.

Understands, accepts, and develops respect for personal strengths and limitations as a child-care employee.

Understands the principles of growth and development of young children.

Applies principles of growth and development in directing activities of young children.

Is familiar with a planned program of learning experiences that offers young children appropriate cognitive stimulation and opportunity for physical, emotional, and social development.

Understands a child-care employee's role in the care and guidance of children.

Major Generalizations

The care and guidance of children is a concern of society.

Human growth has certain basic needs which must be satisfied through interaction with the environment.

All children progress toward maturity according to basic laws and patterns of growth and development, but individual differences exist in the rate of growth and development.

Understanding the principles of development provides a basis for guiding a child's development.

Cooperation in guidance, supervision, and observation by all concerned facilitates a child's growth toward maturity.

A person's employability is enhanced through developing attitudes, understandings, work habits, and skills needed by a child-care worker.

OBJECTIVES

Becomes familiar with opportunities for employment in relation to kind and level of education and/or training required (C-1.23 Knowledge of Classifications and Categories).

Appreciates the importance of child development programs (A-3.3 Commitment).

Recognizes child care and guidance as an important responsibility of society (C-4.20 Analysis of Relationship).

CONTENT

Parents have moral obligations and legal responsibilities for the welfare of their children. As societies change, family functions for the welfare of children tend to change.

In some situations, family functions are assumed by agencies serving as family substitutes.

The environment provided by the family or its substitute influences the child's physical, mental, emotional, and social development.

Legal regulations control certain agencies and institutions which have assumed functions previously performed by families.

The care and guidance of children is a fundamental concern of society.

TEACHING AIDS

Books

Baker, *Understanding and Guiding Young Children*, Ch. 9, "Handicaps and Crises," pp. 273-276; Ch. 10, "Growing Up in School and Community," pp. 296-300, 306-308.

Brisbane, *The Developing Child*, Ch. 1, "Childhood Revisited," pp. 12-15.

Duvall, *Family Living*, Ch. 17, "Caring for Children," pp. 329-331.

Hatcher, *Adventuring in Home Living*, Book 2, Ch. 6, "Enjoying Young Children," p. 435.

LEARNING EXPERIENCE

1. Survey working mothers of pre-school and elementary school children to determine where children receive care while parents are at work. (C-1.12 Knowledge of Specific Facts)
2. Interview representatives from child-care agencies for information regarding employment opportunities, parent responsibilities, and agency responsibilities. (C-1.12 Knowledge of Specific Facts)
3. Organize employment opportunities according to educational and/or training requirement. (C-1.23 Knowledge of Classification and Categories)
4. Analyze similarities and differences of employment opportunities at various agencies. (C-4.20 Analysis of Relationships)
5. Summarize the contribution of child-care agencies to the development of children and to society. (C-1.25 Knowledge of Methodology)

Hurlock; *Child Growth and Development*, Introduction, "How to be a Good Baby Sitter," pp. XIII-XVII.

*Read, *The Nursery School*, Ch. 1, "Introducing the People," pp. 3-21; Ch. 2, "Describing the Nursery School," pp. 40-51.

Rhoades, *Your Life in the Family*, Ch. 5, "A Child Has to Learn How to Live in Society," pp. 125, 128-130.

Shuey, *Learning About Children*, Ch. 2, "Watching Children Grow," pp. 9-17; Ch. 5, "Community and Private Agencies Which Serve the Family," pp. 54-64.

Smart, *Living in Families*, Ch. 3, "You Learn from Children," pp. 78-79.

Films

Children of Change (University of Ill.)
The World of Three (University of Ill.)

EVALUATION

- 6. Teacher appraises students' responses to "spell down" of employment opportunities.
- 7. Teacher appraises written assignments on "Child-care agencies are important because _____."

OBJECTIVES

Comprehends the personal qualities which contribute to success as an employee in the area of child development. (C-2.0 Comprehension)
Is willing to examine objectively and to improve self in terms of qualities contributing to successful employment in the area of child development. (A-2.2 Willingness to Respond)
Has appreciation for the personal qualities contributing to successful employment in child development. (A-3.3 Commitment)

CONTENT

Characteristics of physical, social, emotional, and mental development contribute to employability. (See outline for specific examples.)

LEARNING EXPERIENCE

- 1. Brainstorm qualities class members would desire in a person to whom they would entrust a younger brother or sister. (C-1.12 Knowledge of Specific Facts)

*Teacher reference.

TEACHING AIDS

Books

Ellett, *The World of Children*, Ch. 10, "Is There a Sitter in the House?," pp. 94-97.

Fleck, *Exploring Home and Family Living*, Ch. 25, "Caring for Small Children," pp. 248-255; Ch. 35, "Being a Better Communicator," pp. 395-404.

Hurlock, *Child Growth and Development*, Introduction, "How to be a Good Baby Sitter," pp. XVII-XX, XXV-XXXVII.

Raines, *Managing Livingtime*, Part 3, Ch. III, "Time for Children," pp. 282-283.

Shuey, *Learning About Children*, Ch. 3, "Baby Sitting as a Job," pp. 18-28.

Pamphlets

State of Illinois, Department of Children and Family Services, *Program Guides for Day-Care Centers*, "Some Qualities of a Good Teacher."

State of Illinois, Department of Children and Family Services, *Standards for Licensed Day-Care Centers and Group Day-Care Facilities*, pp. 9-12.

2. Invite panel of mothers and those who employ persons to care for children to discuss personal qualities they expect in a child-care worker. (A-1.1 Awareness and C-1.12 Knowledge of Specific Facts)
3. Develop check list of "Qualities of a Child-Care Worker." (C-1.2 Knowledge of Ways and Means of Dealing with Specifics)
4. Discuss each quality in terms of:
 - a) What is meant by _____?
 - b) Why is it important for the person who cares for children?
 - c) How can one develop this quality? Improve it? Maintain it?
 - d) How will the quality be used in the role of a child-care worker?(C-2.10 Translation)
5. Rate self on check list and identify one or two qualities of work to develop or improve. (A-2.2 Willingness to Respond)
6. Role-play realistic occupational situations involving personal qualities. Identify the qualities expressed by the employee and explore the effect on the employer, other employees, parents, and children. (C-2.2 Interpretation; A-1.13 Controlled or Selected Attention)

EVALUATION

7. Teacher check self-ratings on check list and compare with observed behavior. Discuss with each student.
 8. Student periodically re-evaluate status on personal qualities check list.
-

OBJECTIVES

Understands the role of heredity and environment in the growth* process. (C-2.2 Interpretation)
Comprehends the aspects of growth and development. (C-2.2 Interpretation)
Accepts the importance of understanding the principles of growth and development and to applying them in the guidance of children. (A-3.1 Acceptance of a Value)

CONTENT	LEARNING EXPERIENCE
Heredity and environment are co-factors in the growth process.	1. Recall or read references on how heredity and environment influence growth. (C-1.31 Knowledge of Principles and Generalization)
The basic pattern or blueprint of human growth is determined by the laws of heredity.	
The growth process occurs through the interaction of the organism and its environment.	2. View and discuss film, "Principles of Development," for basic laws and patterns of growth. (C-2.0 Comprehension)
Growth is both quantitative and qualitative.	3. Divide into groups and list other examples of growth according to these patterns. (C-2.2 Interpretation)
Growth proceeds from general to specific responses.	
The tempo of growth is not even.	4. Observe several children of the same age and note how their development is alike and different. (C-4.2 Analysis of Relationships)
Development tends to be in sequential order with each stage linked to earlier, less mature stages.	
Each child passes through the characteristic stages of development at his own rate.	
Both rate and pattern of growth are affected by conditions within and without the body.	
Sequence is more important than the age at which the specific characteristics of development appear since individuals differ in their rate and pattern of development.	

*Growth and growth process, in this curriculum plan, refer to the total development process and not to physical growth alone.

Aspects of growth are physical, mental (intellectual), emotional, and social.

The aspects of growth develop at different rates and are inter-related.

Physical development refers to body growth, change in proportions, and increase in coordination or manipulative ability.

Physical development is affected by diet, rest, clothing, state of cleanliness, exercise, shelter, and the extent to which basic social, emotional, and mental needs are met.

Children, ages 2 to 5, are characterized by: rapid physical and mental growth, but at decreasing rates; changes in body proportions; perfection of basic motor skills; acquisition of some fine motor skills; and coordination of motor skills.

Mental development is the acquisition of knowledge and understandings and the ability to make application of them.

Young children learn by example, imitation, and experimentation.

Children, ages 2 to 5, are characterized by: language development in terms of ability, articulation, and vocabulary; great curiosity about environment; extensive activity (short attention span); and a beginning understanding of abstractions.

As a child develops mentally, he is increasingly able to cope with new situations.

Emotional development is an increase in the ability to recognize and understand one's feelings and to deal with them in constructive ways.

5. Explore teaching aids to find common characteristics (norms) of each aspect of development of children at ages 2, 3, 4, and 5. (C-1.12 Knowledge of Specific Facts)
6. View films, "The Terrible Twos and the Trusting Threes" and the "Frustrating Fours and Fascinating Fives," for examples of differences in each aspect of development and variations in child-care procedures at the four age levels. (A-1.1 Awareness and C-2.0 Comprehension)

A child's emotional patterns are affected by heredity, environment level of intellectual abilities, and physical skills.

A child's emotions are spontaneous and short-lived.

Until socially acceptable emotional responses are learned, emotions are expressed directly.

If a child's basic needs of love, recognition, belonging, and achievement are fulfilled he is more likely to be emotionally secure.

Social development refers to the ability to interact with others.

Children progress from self-interest and self-concern to involvement with family members to relationships with peers.

Pattern of development and behavior of the preschool years provide the foundations for adult physical, mental, emotional, and social characteristics.

7. Cite examples of adult behavior and speculate on bases in childhood experiences. (C-2.30 Extrapolation)

TEACHING AIDS

Books

Baker, *Understanding and Guiding Young Children*, Ch. 1, "What Are Children Like?," pp. 13-23; Ch. 4, "Children Who Are 3 and 4 Years Old," pp. 107-131.

Brisbane, *The Developing Child*, Ch. 10, "Physical Development," pp. 257-279; Ch. 11, "Emotional and Social Development," pp. 281-305; Ch. 12, "Intellectual Development," pp. 307-336.

Craig, *Thresholds to Adult Living*, Ch. 2, "Personality Patterns," pp. 50-56; Ch. 12, "Childhood Charts," pp. 263-266.

Duvall, *Family Living*, Ch. 16, "How Children Grow," pp. 304-316.

Ellett, *The World of Children*, Ch. 4, "How Does the Child Grow?," pp. 40-52.

Fleck, *Exploring Home and Family Living*, Ch. 23, "What a Young Child is Like," pp. 230-240; Ch. 24, "Living with Small Children," pp. 241-247.

Hatcher, *Adventuring in Home Living*, Book 1, Ch. 8, "Mother by the Hour," pp. 453-454.

*Hurlock, *Child Development*, Ch. 1, "Principles of Development," pp. 1-30; Ch. 2, "Foundations of the Developmental Pattern," pp. 36-72; Ch. 4, "Physical Development," pp. 111-159; Ch. 5, "Motor Development," pp. 166-204; Ch. 6, "Speech Development," pp. 208-255; Ch. 7, "Emotional Development," pp. 260-318; Ch. 8, "Social Development," pp. 325-376; Ch. 11, "Development of Understanding," pp. 488-535.

Hurlock, *Child Growth and Development*, Ch. 3, "Facts about Children," pp. 34-46; Ch. 4, "How a Child Grows," pp. 47-62; Ch. 9, "The Child and His Emotions," pp. 152-169; Ch. 10, "Mealtime and Bedtime Problems," pp. 171-192.

Raines, *Managing Livingtime*, Part III, Ch. 3, "Time for Children," pp. 278-280.

Rhoades, *Your Life in the Family*, Ch. 4, "Children Need Help to Grow Up," pp. 85-106.

Shuey, *Learning About Children*, Ch. 12, "Growing Up," pp. 167-186.

Smart, *Living in Families*, Ch. 12, "The Children in Your Future," pp. 287-298.

Wallace, *Building Your Home Life*, Ch. 14, "Getting to Know Children," pp. 374-377.

Films

Children's Emotions (University of Ill.)
Frustrating Fours and Fascinating Fives
(University of Ill.)

He Acts His Age (University of Illinois)
Principles of Development (University of Ill.)
Social Development (University of Ill.)
Terrible Twos and Trusting Threes
(University of Illinois)

*Teacher reference.

EVALUATION

8. Divide class into four groups each to select pictures, examples, and other means of describing an age group of children.
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OBJECTIVES

Comprehends the theories which are the bases for the principles and methods of guidance. (C-2.0 Comprehension)
Recognizes the importance of guidance in the development of children. (A-3.1 Acceptance of a Value)
Wants to be able to guide the behavior of children in ways which enable them to maintain self-respect and move forward in all aspects of development. (A-2.2 Willingness to Respond)
Applies principles and methods of guidance as a means of improving environment to facilitate the development of children. (C-3.0 Application)

CONTENT	LEARNING EXPERIENCE
Guidance helps a child develop self-control and self-reliance within the framework of society's expectations.	1. Define guidance and give illustrations of a person guiding a child. (C-1.12 Knowledge of Specific Facts)
To the extent that an individual's needs are met as they occur, he is free to move toward his full potential of development toward maturity.*	2. Observe children in home and group situations and identify "problem" behavior. Explore in buzz groups some of the causes of such behavior. (A-1.1 Awareness; C-2.20 Interpretation)
Positive guidance gives direction to behavior and arouses less resistance in the child.	3. Discuss ways to guide such behavior to satisfy needs. (C-2.30 Extrapolation)
Guidance procedures appropriate to the age and maturity of the child facilitate development.	4. Define term "positive guidance." Give examples of how a situation may be handled by positive and negative guidance. (C-1.12 Knowledge of Specific Facts)
Clearly defined and consistently maintained limits contribute to a sense of security and direction.	5. Relate examples of positive and negative guidance observed in home and group settings. (C-1.23 Knowledge of Classification and Categories)

*Maturity involves: (1) ability to perceive self and the world realistically; (2) acceptance and understanding of self and others; (3) unity of personality; (4) responsibility for own behavior.

Guidance is enhanced through affection, respect for the child as an individual, help with difficult tasks, and approval for those things well done.

Direct and indirect methods of guidance are used to guide behavior.

Indirect methods include arranging schedule for activity, choosing equipment of type which affects behavior, and manipulating surroundings.

Direct methods may be physical and/or verbal.

Both verbal and nonverbal communications convey meaning (voice, actions, attitudes).

TEACHING AIDS

Books

Baker, *Understanding and Guiding Young Children*, Ch. 5, "We Learn Through Experiences with Children," pp. 135-157; Ch. 7, "Discipline and Spoiling," pp. 211-232; Ch. 8, "Stumbling Blocks in Growing," pp. 235-263.

Duvall, *Family Living*, Ch. 15, "Getting Along with Children," pp. 290-293.

Ellett, *The World of Children*, Ch. 5, "Should He Be Spanked or Coddled?," pp. 56-66.

Fleck, *Exploring Home and Family Living*, Ch. 23, "What a Young Child is Like," pp. 230-240; Ch. 24, "Living with Small Children," pp. 241-247.

Hatcher, *Adventuring in Home Living*, Book 2, Ch. 6, "Enjoying Young Children," pp. 466-473.

6. Compare reactions of children to positive and negative guidance. (A-1.1 Awareness and C-2.20 Interpretation)
7. Analyze each as to "why" children react as they do. (C-4.0 Analysis)
8. Develop a list of key words, positive in nature, which can be used in guidance. (5.00 Synthesis)
9. Recall guidance procedures used in the movies previously viewed. Discuss how the same type of situation was handled differently with children of different ages. (C-1.12 Knowledge of Specific Facts)
10. Read from sources listed and develop a list, "Suggestions for Guiding Preschool Behavior." (C-5.00 Synthesis)
11. Observe persons who work with children for methods used (help with difficult tasks, approval, etc.) and personal characteristics expressed (affection, respect as an individual, etc.). Evaluate effectiveness of guidance. (C-6.10 Judgments in Terms of External Criteria)
12. Distinguish between direct and indirect guidance. Give examples of each and reasons for using each type. (C-3.00 Application)
13. Discuss punishment and develop criteria to be used to decide whether a certain type of punishment is desirable or undesirable. (C-5.00 Synthesis)
14. Use the criteria to evaluate: physical punishment, humiliation, praise, reward, threat, natural consequence, isolation, removal of privileges. (C-6.00, 6.20 Judgments in Terms of External Criteria)

*Hurlock, *Child Development*, Ch. 12, "Moral Development," pp. 558-578.

Hurlock, *Child Growth and Development*, Ch. 12, "Common Behavior Problems," pp. 206-220; Ch. 13, "Discipline Good and Bad," pp. 221-236.

*Read, *The Nursery School*, Ch. 3, "Equipment and Curriculum," pp. 80-81; Ch. 4, "Goals and Initial Support Through Guides to Speech and Action," pp. 85-105; Ch. 7, "Building Feelings of Security and Adequacy," pp. 167-195; Ch. 8, "Handling Feelings of Hostility and Aggressiveness," pp. 196-220; Ch. 9, "Defining and Maintaining Limits for Behavior," pp. 222-247; Ch. 10, "Developing Relationships in Groups," pp. 248-275; Ch. 13, "In Intellectual Development--Perception and Mastery," pp. 320-334.

Rhoades, *Your Life in the Family*, Ch. 5, "A Child Has to Learn How to Live in Society," pp. 107-123.

Pamphlets

Baruch, *How to Discipline Your Children*
Hymes, *Enjoy Your Child--Ages 1, 2, and 3*
Hymes, *Three to Six*
Melt, *What Can You Do About Quarreling?*
Oettinger, *Your Child from 1-6*, pp. 28-42, 52-54.
Wolf, *Your Child's Emotional Health*
Young, *How to Bring Up Your Child Without Prejudice*

Films

Teaching the 3's, 4's, and 5's. Part 2:
Setting the Stage for Learning
(University of Illinois)
When Should Grownups Help?
(University of Illinois)

EVALUATION

17. Observe students as they guide children's activities or role-play situations of guiding activities.
 18. Each student lists ways she uses (can use) principles of guidance with children she supervises.
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*Teacher reference.

15. Practice giving directions in a positive way. (Watch for verbal and nonverbal cues.) (C-3.00 Application)
16. Present case situations concerning behavior. Discuss ways of guiding and reasons for, based on theories and principles of guidance. (C-3.00 Application)

OBJECTIVES

Comprehends the purposes, stages, and types of activities and their contributions to the aspects of development. (C-2.2 Interpretation)
Realizes the importance of activity to development. (A-3.1 Acceptance of a Value)
Knows the responsibilities of a child-care employee in supervising activities. (C-1.12 Knowledge of Specifics)
Wants to develop skill in introducing and supervising activities of children. (A-2.2 Willingness to Respond)
Structures experiences and gives guidance in order to enhance growth. (C-3.0 Application)
Evaluates experiences in relation to development of children. (C-6.20 Judgments in Terms of External Criteria)

CONTENT

LEARNING EXPERIENCE

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|--|--|
| Activities aid in the development of motor skills and coordination, concept and problem-solving skills, and social skills. | 1. Explore teaching aids and recall observations and movies about children to list different types of activities (play) for children. (C-2.30 Interpretation) |
| Activities enrich the imagination of a child and enable him to plan, organize, and develop ideas. | 2. Discuss how each type of activity influences development. (C-3.00 Application) |
| Activities provide outlets for the release of excess energy, emotions, and tensions. | 3. Visit a nursery school, day-care center, kindergarten, or some other facility which provides child-care services. Record evidences of pre-planning, length of attention span, schedule of activities, how activities were introduced, and when activities were interrupted. (C-4.20 Analysis of Relationship) |
| Pre-planning contributes to the success of an activity. | 4. Summarize observations by developing "Guides for Planning and Supervising Activities for Pre-school Children." (C-5.20 Production of Plan, or Proposed Set of Operations) |
| The manner in which an activity is initiated contributes to the child's willingness to participate. | 5. Plan a day's (2½ hours) activities for a group of children. (C-5.20) |
- A balance between freedom of activity and definite limits to insure safety promotes a child's well-being.

The short attention span of a pre-school child implies a need for varied activities.

Activities which encourage longer play contribute toward increasing a child's attention span.

Alternating periods of active and quiet activities contributes toward meeting the needs of children.

Uninterrupted activities, so long as there is progress, child is safe, and toys and equipment are cared for, contribute to development.

As a child grows and develops toward maturity, he progresses through the solitary, parallel, and group stages of activity.

A child engages in many different types of activities which contribute to various aspects of development.

Opportunities for free activity enables a child to develop and explore his own interests.

Provision for free activity requires variety in and several choices among material, equipment, and environment.

6. Look at pictures of children engaged in solitary, parallel, and cooperative activity and discuss the characteristics of each stage. (C-4.00 Analysis)
7. Observe children at various stages of activity and determine the stage of each. (C-4.00 Analysis)
8. Committees engage in the following activities:
 - a) Choose one of the following types of activity--free, imitative, creative, literature, or music.
 - b) Become "expert" in the activity for this age group by conferring with a resource person (e.g., free activity--physical education teacher; imitative activity--drama teacher; creative activity--art teacher; literature--librarian or English teacher; music--music teacher) and completing research in all available sources.
 - c) Teach the class about the activity. Include:
 - (1) How does this activity contribute to development?
 - (2) What are the basic principles or fundamentals of this activity?

Children, through imitation, practice society's masculine and feminine roles.

Encouragement of imagination enhances the ability to see beyond the obvious in a situation and the development of empathy with others.

Having materials to organize and manipulate contributes to the expression of creativity.

Freedom to explore, express, and test foster creativity in activity.

Children learn creativity by working on their own rather than copying models.

Emphasis on neatness, tidiness, and correctness, hinders the expression of creativity.

Knowledge of children's literature and methods of presentation facilitates meaningful experiences involving stories and poetry.

Understanding of the basic musical concepts enhances the experiences with music available to children.

Excursions contribute to a child's awareness of the world.

A habit is a regular, routine way of satisfying urges, desires, or wants.

Habits results from repeated actions.

- (3) What equipment and materials are needed for this activity?
- (4) What pre-planning and preparation is needed?
- (5) What are some ways to introduce this activity?
- (6) What are some guidelines for evaluating the success of this activity?

d) Demonstrate and provide opportunity for the class to "try out" some of the methods or techniques unique to this activity.

(C-3.00 Application; 5.00 Synthesis)

9. Differentiate between habit and routine. (C-1.11 Knowledge of Terminology)

10. Read in references concerning habits and routines. List reasons for and values of routines. (C-2.00 Comprehension; A-3.1 Acceptance of Value)

Habits become routine and are performed more or less mechanically and give order to activity.

Habits help a child do what is expected of him and contribute to his security.

Encouraging self-help during toileting contributes toward development.

The kind and amount of food needed is related to the age, size, activity, and health of the child.

Simple and attractive preparation and serving of foods facilitate development of desirable eating behavior.

Assisting with the preparing, serving, and clearing away of foods, increases a child's interest in eating.

The kind and amount of rest is related to the age and health of the child and influences his development.

Routines of personal cleanliness contribute to physical well-being.

Adults are responsible for the health and safety of children.

A child's safety depends on his environment and the kinds of practices exemplified by those caring for him.

Recognizing hazards contributes to safety.

Knowledge of safety procedures and skill in handling accidents promotes a safe environment.

Attention to health routines facilitates physical well-being.

11. Observe a routine at home or in a group child-care facility. (C-3.00 Application)

12. Summarize how procedures, equipment, and the person in charge of the routine influences behavior. (C-4.20 Analysis of Relationship)

13. Present visual aids giving statistics of accidents among children. (C-1.12 Knowledge of Specific Facts)

14. List possible hazards in a child's environment at home or in a child-care facility and discuss ways to eliminate them. (C-3.00 Application)

15. Develop a check list to evaluate the safety of a child-care facility. (C-5.00 Synthesis)

16. Brainstorm about emergencies which may occur when one is caring for children. (C-1.12 Knowledge of Specific Facts)

17. Interview an employee of a child-care facility to determine policies and procedures for safety and emergencies. (C-5.00 Synthesis)

Recognizing and reporting early signs of illness promotes physical health of all children.

As children grow toward maturity they acquire a concern for their own health and safety.

Knowledge of the interests and abilities of a child enables one to provide experiences which are advantageous to learning.

The type and stage of activity in which a child engages is related to his level of development.

TEACHING AIDS

Books

Baker, *Understanding and Guiding Young Children*, Ch. 6, "Children Learn Through Activity," pp. 161-204.

Brisbane, *The Developing Child*, Ch. 17, "Health and Safety," pp. 435-446, 454-459.

Duvall, *Family Living*, Ch. 15, "Getting Along with Children," pp. 287-290.

Ellett, *The World of Children*, Ch. 8, "The Contributions of Stories, Music, Art," pp. 79-85; Ch. 10, "Is There a Sitter in the House?," pp. 98-100.

Fleck, *Exploring Home and Family Living*, Ch. 25, "Having Fun with Children," pp. 256-266.

Hatcher, *Adventuring in Home Living*, Book 1, Ch. 8, "Mother by the Hour," pp. 456-482.

Hatcher, *Adventuring in Home Living*, Book 2, Ch. 6, "Enjoying Young Children," pp. 443-461, 474-489.

*Hurlock, *Child Development*, Ch. 10, "Play," pp. 442-482.

Hurlock, *Child Growth and Development*, Ch. 11, "The Child in the Family," pp. 199-202; Ch. 15, "Play and Playthings," pp. 255-273.

18. Invite nurse or doctor to discuss with class:

- a) Childhood diseases--symptoms and treatment; immunization.
- b) Responsibilities of child-care facility for health.

(C-1.20 Knowledge of Ways and Means of Dealing with Specifics)

19. Write a paragraph on the "responsibilities of a child-care worker for the health and safety of children." (C-5.10 Production of a Unique Communication)

20. Develop generalizations expressing the relationship of activity, development of child and the role of a child-care worker. (C-5.30 Derivation of a Set of Abstract Relations)

*Teacher reference.

Raines, *Managing Livingtime*, Part III, Ch. 3, "Time for Children," pp. 281-283, 286-290.

*Read, *The Nursery School*, Ch. 3, "Equipment and Curriculum," pp. 62-80; Ch. 6, "Helping Children in Routine Situations," pp. 137-163; Ch. 11, "In Dramatic Play--Avenue for Insight," pp. 279-295; Ch. 12, "Through Creative Experiences--The Inner World," pp. 297-318.

Shuey, *Learning About Children*, Ch. 13, "Consideration for Daily Care," pp. 188-204; Ch. 14, "Learning Through Play," pp. 205-222; Ch. 15, "Books and Music," pp. 224-232.

Smart, *Living in Families*, Ch. 3, "You Learn from Children," pp. 72-78.

Wallace, *Building Your Home Life*, Ch. 15, "Caring for Children," pp. 407-418; Ch. 17, "Children Learn Through Play," pp. 435-451.

Pamphlets

Franklin, *Home Play and Play Equipment for Young Children*

Gardner, *Handbook for Recreation*

Graves, *Right from the Start--Early Immunization*

Hymes, *Three to Six*

Mead, *A Creative Life for Your Children*

Oettinger, *Your Child from 1-6*, pp. 66-76, 80-92

Rasmussen, *Play--Children's Business*

State of Illinois Department of Children and Family Services, *Program Guides for Day-Care Centers*, Series A--"Program"

State of Illinois Department of Children and Family Services, *Standards for Licenced Day-Care Centers and Group Day-Care Facilities*, Section 4, pp. 14-30

Films

Child Care and Development

(University of Illinois)

Child at Play (University of Illinois)

*Teacher reference.

EVALUATION

21. Each student (a) plans and presents an activity to a child or group of children; (b) develops a check list (or other evaluation device) to be completed by student and an adult to evaluate the activity.
 22. Committees formulate a course of action to be followed in a child-care facility, in case of emergencies.
 23. Teacher appraise student statements on "Routines contribute to self-reliance and independence because _____."
-

OBJECTIVES

Sees the necessity and appreciates the contribution of observation to understanding and contributing to growth and development. (A-1.12 Willingness to Receive and A-3.3 Commitment)

Understands factors inherent in the observation process. (C-2.2 Interpretation)

CONTENT

The role of an observer involves concentration, sensitivity to cues of behavior, accuracy, conciseness, objectivity, distinguishing between facts and interpretations, and professional sharing of insights with other staff members.

Observation of a child's activities contributes to understanding of his development.

TEACHING AIDS

Books

Baker, *Understanding and Guiding Young Children*, Ch. 1, "What Are Children Like?" pp. 9-13.

Hatcher, *Adventuring in Home Living*, Book 2, Ch. 6, "Enjoying Young Children," pp. 461-464.

*Read, *The Nursery School*, Ch. 4, "Goals and Initial Support Through Guides to Speech and Action," p. 105.

Wallace, *Building Your Life*, Ch. 14, "Getting to Know Children," pp. 390-398.

LEARNING EXPERIENCE

1. Present minute dramas of situations where child-care worker performs or fails to perform appropriate role of an observer. (C-3.00 Application)
2. Develop "Guides for the Observer." (C-5.20 Production of a Plan or Proposed Set of Operations)
3. In small groups develop observation sheets for physical, mental, emotional, and social development. (C-5.20)
4. Observe a child, using one of the observation sheets and report findings. (4.00 Analysis)

*Teacher reference.

EVALUATION

5. Check observation sheets for objectivity, conciseness, fact, and interpretation.

OBJECTIVES

Comprehends the variety of responsibilities inherent in the operation of a child-care facility. (C-2.00 Comprehension)

Is willing to work harmoniously with others in the attainment of common goals. (A-2.2 Willingness to Respond)

Develops skills needed to perform the various responsibilities. (C-5.20 Production of a Plan)

CONTENT

Becoming acquainted with the child-care center, its policies, staff, children, and parents contributes to team work.

Understanding of employer-employee roles clarifies responsibilities and duties of personnel.

Development is facilitated by common goals and team work of those working with the children.

Cooperative planning enhances team work and contributes to awareness of problems, objectives, and a sense of responsibility for the success of the project.

An understanding of other people's viewpoints is conducive to harmony in human relations.

Communication with others affects working together.

Group discussion facilitates communication.

Written records provide a means of communication and for a basis for evaluating a child's progress.

A child's development is facilitated through a variety of materials and equipment for:

LEARNING EXPERIENCE

1. Prepare a "check-off list" of information needed by a child-care facility worker in a *new* place of employment. (C-5.00 Synthesis)
2. Role-play situation between the new employee and the employer and/or other staff members:
 - a) How to address staff members.
 - b) What new person's responsibilities are.
 - c) Volunteering to help with something to which not assigned.
 - d) Giving suggestions. (C-3.00 Application)
3. Visit a child-care facility when it is not in operation to inspect and group according to contribution

large muscle activity
small muscle activity
sensory experience
encouragement of imagination
dramatic activity
creative activity
stimulation of interests

The nature of materials and equipment affects their contribution to a child's physical, mental, social, and emotional development.

Prompt attention to and accuracy in performing clerical activities facilitates the operation of a child-care facility.

Records of health, attendance, field trips, amount of food purchased for a snack or meal affect the operation of a child-care facility.

Housekeeping, use, care, arrangement, storage, and maintenance of equipment and materials influence the operation of a child-care facility.

The type of storage facilities for equipment and materials affects their condition and accessibility.

Prompt and adequate cleanup at the conclusion of an activity contributes to growth and development of children and to the operation of a child-care facility.

to development the types of equipment and materials. (C-4.20 Analysis of Relationship)

4. Prepare a display of commercial toys which contribute much and little to development. Identify how each contributes to development. (C-3.00 Application and C-4.20 Analysis of Relationships)
5. Interview child-care facility workers and make a collection of forms and records kept in the various centers. (C-1.24 Knowledge of Methodology)
6. Study forms for:
 - a) How to complete.
 - b) Value, importance, or contribution to operation of the facility.(C-3.00 Application and A-3.1 Acceptance of a Value)
7. Observe a child-care facility in operation and compile a list of duties performed by workers: housekeeping; arranging, storing, and caring for equipment and materials. (C-1.20 Knowledge of Ways and Means of Dealing with Specifics)
8. Examine references for standards for facilities of child-care centers. (C-1.24 Knowledge of Criteria)
9. Discuss in buzz groups ways to gain the cooperation of children in helping with cleanup. (C-3.00 Application)

TEACHING AIDS

Books

Ellett, *The World of Children*, Ch. 7, "Playtime Activities for Children," pp. 74-78.

Fleck, *Exploring Home and Family Living*, Ch. 25, "Having Fun with Children," pp. 25-26.

Hatcher, *Adventuring in Home Living*, Book 1, Ch. 8, "Mother by the Hour," pp. 459-461.

*Read, *The Nursery School*, Ch. 2, "Describing the Nursery School," pp. 31-40; Ch. 3, "Equipment and Curriculum," pp. 54-62; Ch. 14, "For Working with Parents," pp. 339-358.

Wallace, *Building Your Home Life*, Ch. 17, "Children Learn Through Play," pp. 437-441.

Pamphlets

Burgess, *How to Choose a Nursery School*
State of Illinois, Department of Children and Family Services, *Program Guides and Day-Care Centers*, Series B, "Plant and Equipment"
State of Illinois, Department of Children and Family Services, *Standards for Licensed Day-Care Centers and Group Day-Care Facilities*, Section II, "Organization and Administration," pp. 4-8; Section V, "Plant and Equipment," pp. 31-34; Section VI, "Records and Reports," pp. 36-37.

EVALUATION

10. Teacher observes each student's contribution to training station staff and relationship expressed to parents of children.
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*Teacher reference.

OBJECTIVES

Recognizes the opportunities for and is committed to extended employment in child development. (A-1.1 Awareness and A-3.3 Commitment)

Comprehends the responsibilities for further education and/or training inherent in extended employment or a career in child development. (C-2.0 Comprehension)

CONTENT

The trend toward women's working outside the home contributes to employment opportunities in child development.

The amount of education, training, and experience is related to a child-care worker's level of responsibility.

A staff member's understandings of and skills in child development enhance the development of children in child-care centers.

LEARNING EXPERIENCE

1. Review (from orientation unit) opportunities for employment in child care. (C-1.10 Knowledge of Specifics)
2. Interview child-care employees of various levels of responsibilities to determine kind and amount of training, education, and experience possessed. (4.20 Analysis of Relationship)
3. Study references for requirements for various job levels. (C-1.10 Knowledge of Specifics)
4. List job (career) opportunities and requirements for qualifying for each. (C-4.20 Analysis of Relationship)

TEACHING AIDS

Same as those listed following first objectives in this course.

EVALUATION

5. Teacher appraises student's interest in children and ability to work with them.
 6. Each student reacts to "How I Feel about Working with Children as Long-Range Employment."
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References

Books

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Films

Following is a nonselective listing of films related to child development. Since previewing has been incomplete, recommendations cannot be made as to quality. Therefore, teachers are urged to check on recency of production and nature of content before ordering.

University of Illinois

Child at Play
 Child Care and Development
 Children of Change
 Children's Emotions

Frustrating Fours and Fascinating Fives
He Acts His Age
Principles of Development
Social Development
Teaching the 3's, 4's, and 5's. Part 2:
 Setting the Stage for Learning
Terrible Twos and Trusting Threes
When Should Grownups Help?
The World of Three

Additional Teacher References for Course Planning

- Suggested Guide for Training Program for Child Care Aides, Wage Earning Program, Home Economics Education, University of Kentucky, 1965.*
- Child Development Training Program for Vocational Home Economics Teachers (Helen Sulek, Principal Investigator, Project No. 6-2186, Grant No. OEG-3-6-062186-0730, The Vocational Education Act of 1963. University of Nebraska, 1967.*
- Home Economics Education, Homemaking Aspect, Grades 7-12, Illinois Curriculum Program/Subject Field Series/Bulletin D-7. State of Illinois, 1966.*
- Outline for Occupational Home Economics Course in Child Development Occupations, Home Economics Education, State Department of Education, Montgomery, Alabama. (No dates given, but includes books with copyright dates of 1966.)*
- Preparing for Employment in Child Care Services in Pennsylvania Schools, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, 1966.*

EVERY SEPTEMBER

Mini-skirted, panty-hosed,
long manes flying,
a covey of them waiting at
the corner traffic light
were bound for school.
I wanted to join them,
be twenty-two again
running to my first job.

First jobs are dreams,
ideals, starry hopes;
first jobs are despair
and tears in the night.
But every September it was
much the same--new job,
new dreams, new hopes--
the teacher's new year,
the lumps of humanity
that became Mary Jane,
Deana, and Sue.

Every September when the
days are still long and hot
and the stores are bursting
with skirts and sweaters,
plaid things and
fancy notebook covers,
I feel a restlessness
deep inside
like an old seaman's feeling
when, long retired, he dreams of the sea.

I want the chalkdust smell,
the young flushed faces bent to a book,
the crowded halls,
the bloom of a face with a new thought,
even the ones who resisted
with youthful might
what was within the brick walls
(or made us realize
it really wasn't there).

Every September the same,
the feeling without a name,
the throbbing pulse of early fall.
I want to fill a notebook
with lesson plans
and meet a class again.

September is full of it--
the rhythms of school beginning once more.
And, with each September
I yearn and dream.

--Elizabeth Simpson



ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

RELEVANCE -- IN CONSUMER EDUCATION

CONSUMER EDUCATION IN THE SECONDARY CURRICULUM

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education, College
of Education, University of Illinois, Urbana, Illinois 61801

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FOREWORD

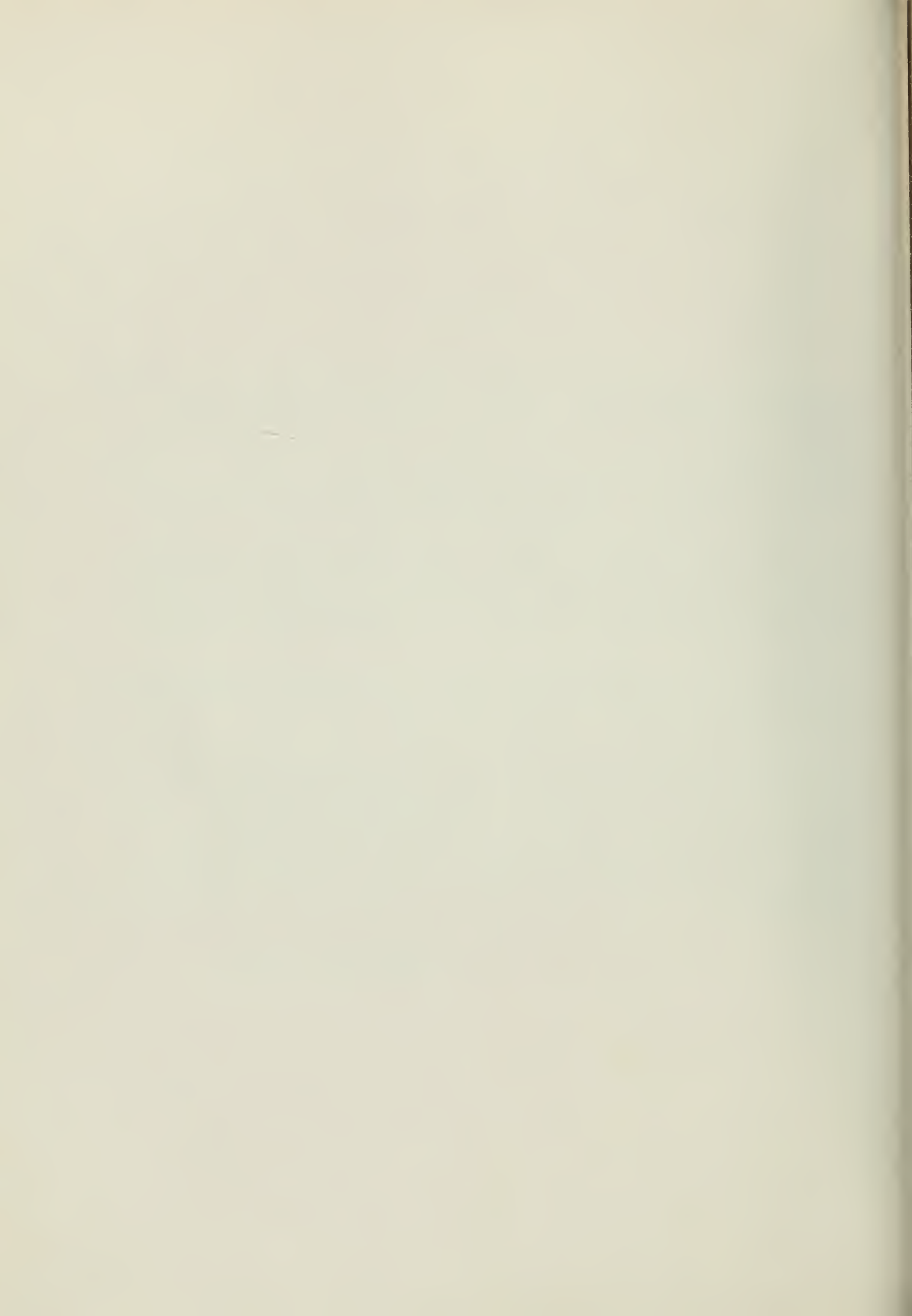
Relevance in Consumer Education means leading students to gain the knowledge and skills needed by TODAY'S consumer and helping them to understand how their attitudes and values affect their consumer decisions. Old ideas of consumer education as buymanship (down to the thread count of percale sheets!) must give way to an emphasis on broad principles applied in today's market, and techniques for teaching it must seem meaningful to today's students.

This was the effort of those enrolled in the Workshop reported in this issue of the ILLINOIS TEACHER. Simulation techniques were emphasized since they are often more interesting to students, and since they may be less familiar to many teachers than techniques which rely upon telling and testing.

We are sharing the expertise of one of the Workshop speakers in the article by William E. Webber of the Illinois Division of Consumer Fraud.

We hope that Illinois teachers, working alone or on teams to implement the new legislation requiring consumer education for all secondary students, will find this issue helpful in their work. Other teachers in other states will also be striving for excellence in teaching consumer education. We hope all--home economics teachers and others--can benefit from this attempt to share. We invite--even urge--reactions and suggestions from readers. A special form is included to save your time.

Hazel Taylor Spitze
Editor for this Issue



CONSUMER EDUCATION IN THE SECONDARY CURRICULUM

Hazel Taylor Spitze
and
Members of the 1969 Summer Workshop

This issue of the *Illinois Teacher* is an attempt to share the thoughts and ideas of the 26 teachers who were enrolled in a 4-week Workshop in Consumer Education at the University of Illinois in the summer of 1969. The Workshop, directed by the author, included one business education teacher, one third-grade teacher, one teacher educator, one Extension specialist, and twenty-two junior or senior high school home economics teachers, some of whom were Cooperating Teachers in teacher education programs. Names are listed on page 97.

Each Workshopper had his or her own personal objectives and there were these general, overall objectives. To help Workshopppers:

- (1) to increase their knowledge of principles of consumer education;
- (2) to improve their own consumer position;
- (3) to gain experience in choosing and using techniques for teaching consumer education;
- (4) to acquire increased interest in teaching consumer education;
- (5) to develop increased skill in preparing visual aids;
- (6) to gain increased appreciation of the value of consumer education for high school students;
- (7) to gain increased information in special areas of consumer education, e.g., consumer credit, insurance;
- (8) to acquire increased enthusiasm for developing new teaching techniques;
- (9) to gain increased understanding of the consumer problems of low income families;
- (10) to become acquainted with new resource materials in consumer education;
- (11) to gain increased understanding of the learning problems of slow readers;
- (12) to become acquainted with reading materials on a variety of difficulty levels;
- (13) to gain experience in identifying types of consumer decisions which high school students are making.

Content for teaching in consumer education, like content for teaching anything, consists of principles, or factual relationships between concepts, which learners may use in making consumer decisions. Examples of some of the most important principles follow:

- (1) All consumers have choices to make and one choice affects another.
- (2) Information about alternatives affects choices.
- (3) Development of skills may increase alternatives.
- (4) Price is not a dependable guide to quality.
- (5) Planning affects spending.
- (6) Planning each purchase in relation to total family needs affects consumer satisfaction and family harmony.
- (7) Individual and family values affect consumer decisions.
- (8) Keeping financial records affects planning for future spending.
- (9) Buying on credit increases cost of consumer goods and services.
- (10) Cost of credit varies with lender, size of loan, and length of loan.
- (11) Individual, family, and community resources affect consumer decisions.
- (12) Consumer rights involve consumer responsibilities.

Each Workshopper chose his or her own readings, planned own activities, and made own evaluation, but certain things were common to all. Each person developed three complete lesson plans using simulation techniques as the "how to teach it" portion; one plan used an original story written on a low reading level for those who cannot read the high school texts; another incorporated an original game through which to teach the chosen content; and a third used some other simulation technique of the Workshopper's own choosing, such as skits, role playing, case situations, minute dramas, in-basket, and the like. Each person also did one visual aid, and each person served on one committee which studied a consumer subject and reported to the total group. These subjects included:

- (1) motivation research in marketing;
- (2) consumer protection services available and needed;
- (3) consumer legislation enacted and needed;
- (4) consumer rights and responsibilities;
- (5) what consumers pay and receive for their taxes.

Many of the individual projects were resource units and curriculum plans. Excerpts from some of these are included here to show how consumer education was planned to meet a variety of objectives and to help consumers make a variety of decisions.

The following overall course objectives were basic to Jane Akerman's plan:

To help students to think systematically and objectively
to increase communication skills

to increase understanding of self and others
to clarify their own values
to increase knowledge and skills useful in
evaluating consumption choices.

She also had more specific objectives for each part of the plan and these included both cognitive and affective, and where appropriate, psychomotor objectives, too. She made an effort to reach higher levels than mere acquisition of information or awareness of knowledge. Some examples are:

to interpret individual desires and merchandising needs to retailers
to analyze the basic function of a buying plan
to evaluate advertising as a source of information when buying
to evaluate methods of payment.

In her plan she attempted to help her students, as consumers, to make satisfying, soundly based decisions concerning such questions as:

whether to buy?
what to buy?
how to buy?
where to buy?
when to buy?



Jo Ann Mundt made the questions emphatic with a bulletin board.

To aid the teacher who has difficulty in taking the broad view or who feels a bit insecure in regard to the "coverage" of her consumer education plans, we are including the objectives and content of Mary Jo Clapp's comprehensive unit (see pp. 60-65).

Some teachers in the Workshop made a special study of consumer education for the retarded students in their classes. One of them wrote the following introduction to her plan. Her name is withheld to avoid identifying a school where the retarded seem to have been neglected, but her spirit is certainly worth sharing.

From my observations during nine years of teaching, it seems to me that the students that are slow learners, because they are low-ability readers, are not being reached in many classrooms in junior and senior high schools.

In the school where I teach, the students that are called EMH (Educable Mentally Handicapped) are scheduled much the same as other students, passing from class to class during the school day. In most cases they end up in the library, day after day, with nothing to do.

The classes I teach meet with me twelve weeks, four days a week for a total of 240 minutes a week. I average about six classes a day of seventh- and eighth-grade girls, to whom I teach foods and nutrition. Among my students are all the EMH girls in the school, usually about fifteen to twenty in number.

This guide is written to aid me in teaching these girls some consumer education through foods and nutrition. If in some small way I can open a door to learning for these students I will feel I have accomplished something worthwhile.

Julia Dengler tried an interesting approach to curriculum which focuses on management and human relationships. The usual "units" on clothing, foods, etc., find their place as the student is led to see that home management involves decisions in these areas and then to explore the effect of these decisions on family relationships and personal development.

Even the most creative teacher has limits and may occasionally "run out of soap" and need new ideas from other sources; several heads are nearly always better than one. Hence, we present some of the stories, games, etc., which were developed in the workshop so that readers may share as the Workshoppers shared. Further explanations are included with the contributions. Limitations of space prohibit the inclusion of many of the splendid ideas generated by Workshoppers. It is hoped that some of these may be included in another issue of the *Illinois Teacher* this year.

Readers are invited to send in ideas to share with the next Workshop. (See pages 99-100.)



A variety of techniques was employed in the workshop. Here in this role playing session, the consumption of housing was considered with a home owner (Mary Jo Clapp, left), a realtor (Allan Vogelsang), and two prospective buyers (Barbara Harris and Audrey Armstrong).

CONSUMER EDUCATION: MAJOR OBJECTIVES AND CONTENT

Mary Jo Clapp

The following major objectives and content are planned as guides for the teaching of Consumer Education. Supporting objectives and content may be identified and added as needed. Objectives are stated in terms of student behavior. Both vertical and horizontal coordination are used. Learning Experiences and Evaluations will be written in columns coordinated with these.

OBJECTIVES	CONTENT
A. The student comprehends the concepts of "values" and "goals."	A. One's values and goals may be affected by an understanding of how they develop and how they affect one's life.
1) He identifies his own values and goals and understands their sources.	1) An individual's values and goals develop and change as a result of his experiences in his family, school, church, and community.
2) He comprehends the probable results of living by his values and goals.	2) An individual's and/or family's values and goals influence their way of life and decisions.
3) He identifies those values and goals which seem to offer greatest promise of producing "happy" and/or "successful" life situations for himself and for society.	3) The relationship between one's values and goals and those of the society in which he lives affects his feelings of happiness and success.
4) He understands the effects of the attitudes of others on the development of his own self-concept.	4) An understanding of factors involved in the development of a person's self-concept may affect the concept developed. a) One's self-concept is influenced by his interpretation of the attitudes of others toward him. b) One's concept of himself changes as his environment changes.
5) He comprehends the effects of his self-concept on his values and his goals.	5) One's concept of himself affects his values and goals.

B. The student comprehends the concept of "management of resources."

- 1) He appreciates the resources available to satisfy human needs.
- 2) He values the management process as a way to satisfy needs and solve problems.
- 3) He values education and skill development as ways to increase the resources of the individual, the family, and society.
- 4) He values the psychic rewards (or income) of personal satisfaction from work.
- 5) He comprehends the relationship between productivity of individuals and of society.
- 6) He comprehends the relationship between the satisfaction found in work and productivity.

C. The student comprehends the concept of "money management."

- 1) He understands the factors affecting the success of the management of money.

B. An understanding of the concept of management of resources may affect the satisfactions derived from the available resources.

- 1) Resources to satisfy an individual's human needs include his time, energy, money, talent, attitudes, knowledge, and possessions plus the goods and services provided by his family and community.
- 2) Use of the management process affects the satisfactions derived from choice-making.
- 3) The more knowledge and skills an individual accumulates the more alternatives he has in meeting needs.
- 4) The joy of accomplishment and goals reached provide personal satisfaction.
- 5) The productivity of individuals contributes to the satisfaction of needs of society as well as to their own needs.
- 6) The satisfaction found in work contributes to the productivity of individuals and of society.

C. A comprehension of the concept of money management contributes to achieving consumer satisfaction.

- 1) An understanding of the factors involved in money management affects individual and family satisfaction and harmony.
 - a) The management of money involves setting up, following, evaluating, and, when necessary, revising a plan for the use of income.

- b) Planning each purchase in relation to total family needs affects consumer satisfaction as well as family harmony.
 - c) Individual and family values, goals, needs, wants, and resources affect money management.
- 2) He is alert to possibilities of substituting other resources for money.
- 3) He comprehends the relationship between stages in the family life cycle and money management problems.
- 4) He values family cooperation in money management.
- 5) He is committed to financial planning.
- D. The student comprehends the concept of "consumer buying."
- 1) He understands the relation between consumer decisions and need satisfaction.
- 2) He is aware of the roles of consumers.
- 3) He values information and experience in developing skill as a consumer.
- 4) He appreciates the effects of consumer attitudes on shopping satisfaction.
- 2) Resources can often be substituted for each other.
- 3) Understanding the effects of the stages of the family life cycle on income and needs may affect the success of money management.
- 4) When all who will be affected by a decision participate in making the decision, it is more likely to be carried out.
- 5) A written financial plan facilitates the use of income for consumer satisfaction.
- D. Understanding the concept of *consumer buying* affects one's success in satisfying needs.
- 1) Consumer decisions affect each other.
- 2) The consumer is not only a purchasing agent but also a customer and a citizen, with each role having its own problems and bearing a relation to the others.
- 3) A commitment to the use of information and experience in developing skill as a consumer affects consumer satisfactions.
- 4) Attitudes toward merchandise, salespeople, and store services affect the cooperation and services rendered.

5) He is committed to cooperation and communication between consumers, business, and government.

6) He recognizes the value of *consumer rights* in satisfying his needs.

7) He is committed to the responsibilities his rights entail.

5) If consumers, business, and government cooperate and understand each other's points of view, mutual problems can be solved to greater common satisfaction.

6) Having the following so-called consumer rights aids one in making decisions with lasting satisfactions:

- a) a free choice of goods and services at competitive prices
- b) information necessary to make sound buying decisions
- c) honesty in advertising, labeling, and selling practices
- d) protection to insure safety in every phase of daily living: the products we buy; the food we eat; the drugs we use; the air we breathe; and the water we drink
- e) equal representation in communication with business, producers, and government in matters of common concern.

7) Having the above rights entails the following responsibilities in satisfying consumer needs:

- a) to plan the use of their resources
- b) to inform themselves
- c) to respect the rights and privileges of other consumers
- d) to make their needs and wants known to retailers, manufacturers, and producers
- e) to cooperate with each other and the proper authorities and agencies in protecting their rights
- f) to make their own decisions and accept responsibility for the consequences

8) He considers factors that influence shopping practices, other than merchandise prices.

9) He is aware of principles skilled consumers find helpful in shopping.

10) He comprehends the services purchased by taxes.

11) He is committed to providing for financial security for himself and for his family.

E. The student comprehends the concept of *consumer credit*.

1) He appreciates the importance of consumer credit as a financial tool.

2) He comprehends the advantages and disadvantages of using credit.

8) Time, energy, convenience, and transportation cost and availability are factors involved in determining shopping practices.

9) An understanding of some basic principles facilitates buying satisfaction.

a) Other factors than price are involved in the selection of quality merchandise. (Price is *not* a dependable guide to quality.)

b) Quantity purchased at one time often affects cost per unit.

c) Sale merchandise is not always cheaper.

10) Taxation provides for sharing the cost of mutually desirable goods and services.

11) Savings, insurance, investments, and social security are ways of providing financial security.

E. An understanding of the concept of *consumer credit* facilitates its use.

1) The use of consumer credit facilitates both the achievement of the individual's goals and the growth of the economy.

2) A comprehension of the advantages and disadvantages in using credit promotes satisfaction in its use.

a) Credit costs money.

b) Goods and services bought on credit may be used while being paid for.

c) The lack of responsibility in the use of credit may cause financial distress for the consumer and, if widespread, for the economy.

3) He values information in the use of credit.

3) Information concerning the sources and cost of credit promotes satisfaction in its use.

- a) Credit costs vary with the source, the size of the loan, and the time for repayment.
- b) Credit contracts set forth the legal rights and responsibilities of both consumers and creditors.
- c) Federal and state laws regulate certain aspects of consumer credit.
- d) A consumer's credit rating is based on his habit of repayment of debts.

GAMES AS A TEACHING TECHNIQUE

Games may be used to simulate reality, as the military has long done with "war games," or simply to add variety and spice to the more abstract class activities. They can enhance learning if they are chosen, or created, with the learning objective in the forefront. All "gimmicks" and games which are won by luck rather than knowledge or skill should be studiously avoided. The structure of the knowledge to be taught must be carefully preserved, and the rules and scoring of the game must not imply any misinformation or wrong emphases. Competition should be kept on a low key and cooperation encouraged by the use of teams.

Games can be used to stimulate interest, to evaluate, to gain information, to apply principles, to analyze situations, to make judgments, or for other purposes, according to the way they are structured. They can make learning enjoyable; but in a well-chosen game, the fun is a by-product, not the main attraction. The joy of discovering intellectual relationships is the *real* fun and the greatest motivator.

As the following pages show, Workshoppers used games in a variety of ways. Some were adapted from classic games or television shows, others created "out of whole cloth." Most can be easily adapted to other subject areas and made simpler or more difficult for students of different abilities.

Jeopardy

Allan Vogelsang

(adapted from TV to teach insurance)

Preparation required: Construct a large board with hooks on which to hang cards (see illustration). Cards have a score on one side and a question or an answer on the other. (Illustration shows answers.) Scores range from 10 to 60 under each category, and questions become more difficult as scores increase. A skillful teacher might construct questions in the six levels of the cognitive domain*: repeating knowledge learned, stating knowledge in own words, applying knowledge, analyzing, synthesizing, and evaluating. Several questions at each level under each category will be needed. In the game shown, the categories of insurance are automobile, home and property, health, and life.

The class may be divided into three (or more) teams and each team member given a noise maker with which to signal his readiness to answer the question. The members of one team may have whistles, another bells, and the third snappers. In this way, it can easily be determined which team signaled first.

*Bloom, Benjamin et al., editors, *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay Co., Inc., 1956.



Rules of play: Some means of determining which team will select the first question is decided upon, e.g., "Guess a number between 1 and 10," or draw slips of paper marked 1, 2, and 3.

The first team chooses a category and a level, e.g., auto at 10. That card is turned over for all to see (or it is read aloud) and anyone who thinks he can answer the question (or, in this case, provide the question which fits the given answer) signals with his noise maker. The first to signal is given a try. If correct, his team scores that amount (in this example, 10); if not, his team has that amount subtracted from its score.

If answer is correct, that team chooses another category and level, e.g., health at 30. If incorrect, other members may signal immediately to have a try.

Play may continue until all cards are turned over or for a specified time. Team scores determine the winner.

The game may be used for review or evaluation without resources, but if used in the beginning of the insurance study, an assortment of bulletins, books, posters, charts, etc., should be available from which students can discover needed information. Time limits would need to be longer in this circumstance.

Scavenger Hunt

Barbara Harris

This game idea could be used by 4-H clubs, FHA, or classes, with adaptations as needed. It is here planned to teach information about labels and seals of approval to 4-H club members. (In some groups, labels alone would be sufficient for one meeting.)

Preparation required: Write lists of items to be collected and make enough copies for the group. In some cases, neighbors might need to be informed that "scavengers" would call. In other cases, the items could be available at the meeting place or in the classroom.

Prepare questions for follow-up discussion.

Rules of play: Divide group into pairs or small teams and give each team a list of items to locate. Designate time limit.

All who collect their total list in the allotted time should be recognized, and the team collecting their list first is declared winner. If none collect all the items, the winner is the one who collected the most.

The discussion follows according to the objectives for the activity. Or the game can be made more difficult by having each team explain their items or answer questions regarding them in order to score for that item. Further complexity can be introduced by having more difficult items score higher. The collected items could be incorporated into a display to share their learning.

Examples of scavenger lists on labels and seals:

List A

Wrapper from corn flakes
Wrapper from soup with more
noodles than chicken
Wrapper and instructions from
child's toy
Labels from toothpaste
Dinner roll wrapper

List C

Label from UL approved item
Can from federally inspected meat
Instructions from 100% wool garment
Box and instructions from small appli-
ance
White bread wrapper

List B

Wrapper from sugar coated corn flakes
Wrapper from soup with more chicken than noodles
Label from Good Housekeeping guaranteed item
Wrapper from USDA grade canned fruit or vegetable
Tags from Perma Press item

Fabric Football

Diane Trembly

This game, here applied to the learning of information about fibers and fabrics, could be adapted to any subject area. "Props" can be simple or elaborate as seems appropriate in the given class.

Preparation required: Draw a football field on a large piece of paper, posterboard, or fabric or on the chalkboard. Secure a suitably scaled football. If playing field is on table or floor, football can be laid in place; if vertical, some means of attachment will be needed. If chalkboard is used, football can be drawn in place and erased for moving.

Prepare questions on fibers and fabrics using six difficulty levels in the cognitive domain. (See Bloom's Taxonomy.)*

Divide students into two teams and designate goal lines to be defended. The ball is placed on the 50-yard line.

Designate some students as referees, if desired. They can serve as judges of correct answers.

Rules of play: Some means of determining which team shall "kick off" is chosen, e.g., flipping a coin.

The first member of that team chooses a cognitive level and asks for a question. Level 1 scores 1 yard, level 2 scores 3, level 3 scores 5, level 4 scores 7, level 5 scores 9, and level 6 scores 11.

If the member answers the question correctly, the ball is advanced that number of yards, and the next team members chooses a level for a question. As long as correct answers are given, the team advances. If they gain 10 yds. in 4 tries or less, they continue; if not the ball goes to the opponent, back on the 50-yard line.

If a question is missed before the ball is lost, the first opponent is given a try. If he answers correctly, the team with the ball is penalized that number of yards.

The score is determined by total yards gained plus an extra score of 6 for touchdowns. An additional question is asked for the "extra point" try after a touchdown. Opponents may not try for this one. This question counts 1 point and therefore is in the easiest category.

The game can be played according to a time schedule that fits the class period and allows discussion as appropriate. "Time out" can be called for discussion during play.

The following are possible questions to use for the game:

*Bloom, *op. cit.*

Level 1: KNOWLEDGE (1 yard gain)

1. What are the two animal fibers?
2. What are the two vegetable or plant fibers?
3. What is the name of a man-made fiber?
4. Name three kinds of fabric.

Level 2: UNDERSTANDING (3 yard gain)

1. What is meant by the term "grain"?
2. What is meant by the term "knitting"?
3. What is meant by the term "fabric finish"?
4. What is meant by the term "bonded fabric"?

Level 3: APPLICATION (5 yard gain)

1. Why is cotton suitable for clothes worn in warm weather?
2. What is the benefit of cutting a garment with the grainline?
3. What is the purpose of bonding attached to fabric?
4. Why must wool fabrics be handled carefully during washing?

Level 4: ANALYSIS (7 yard gain)

1. Mary wants a warm dress that will be easy to care for. What information might she look for on a label?
2. Jackie travels a great deal. What type of garment and fabric might she choose to minimize care and look her best?
3. Susie's dress no longer fit her after she washed it. What might have been the reasons?
4. Jane's new blouse has pulled out at the seams. What could she have done to prevent this?

Level 5: SYNTHESIS (9 yard gain)

1. Which one of the following fabrics would be most suitable for the pattern shown? (Teacher provides pattern or picture and samples of fabric or a list of fabrics.)
2. June tries on a dress at the store. She likes it very much but notices strange wrinkles above the bust. The clerk says it just needs pressing. Should June accept this explanation and buy the dress? Why or why not?
3. Sue wants a fabric to make a pair of pants for camping. Which of the following would be better and why? dacron denim; cotton poplin; stretch nylon; wool flannel; rayon challis; or orlon jersey
4. If a garment is labeled machine washable, no iron, permanent pleats, solution dyed, and guaranteed not to shrink, and you observe a lustrous sheen and a crisp hand, what fiber would you expect it to be made of?

Level 6: EVALUATION (11 yard gain)

1. Show label lacking adequate care information. What information is missing? Write the care instructions that seem to fit the rest of the label.
2. Betty finds a dress on the bargain rack without a label. Should she buy it? Why or why not?
3. JoAnn received a sweater for a gift and the labels had been removed. How should she clean the sweater? Why?
4. Helen found a piece of silk at half price, marked "Second. Contains flaws." She liked the design and color and she needed a silk dress. Should she buy it? Why or why not?

What Am I?

Lois Guebert

This game is applicable to many areas in addition to the nutrition area used by this Workshopper to help consumers know how much food value they are getting for their money.

Preparation required: On slips of paper (for all students in the group) write the name (or paste a picture) of a food and attach to students' backs without their seeing them. Have appropriate resources available for reference.

Rules of play: One student shows his back to the class and then asks questions to try to find out what food he represents. Questions must be answerable by yes or no, and class members take turns answering.

Each member receives one point for each correct answer given (as determined by teacher or a panel of judges) and the student who is "It" receives 20 points minus the number of questions he must ask to find out who he is.

Students take turns being "It." Score cards may be provided to add interest.

The process of inquiry may be emphasized as the quality of the questions is analyzed. Additional rules may be imposed to direct the questioning or to increase the difficulty of the game. Participants may or may not be permitted to use references to answer questions, according to the lesson objectives. If allowed, the National Dairy Council Cards may be displayed or Tables of Nutrient Values may be given to each student.

Alternate procedure: Three students could be "It" at once and questions could ask for comparisons, e.g., Do I have more Vitamin A than Susie? (Each "It" would see the backs of the other two.)

Supermarket Rummy

June Patchett

The purpose of this game is to create food combinations that constitute "balanced meals" while noting the cost of the food.

Preparation required: Secure or construct a deck of cards containing names of foods representing all food groups and prices of one serving. Number of cards in deck can vary according to number of players and complexity desired. Minimum of about 48 probably desirable.

Rules of play: Deal each player 8 cards and use standard rummy procedure. Place rest of deck on table. Turn top card face up. First player may take that card or draw top one from deck, then discard one on the face-up stack.

Players may lay down "books" of 4 cards which they think make a balanced meal. Meal must contain all four food groups. Continue until one player has two "meals" or all cards have been drawn.

Scoring is based on cost of meal:

- 15 points for each meal if cost is 30¢ or less
- 10 points for each meal if cost is 31-50¢
- 5 points for each meal if cost is 51-75¢
- 1 point for each meal if cost is 76¢ or more

USING STORIES IN TEACHING

Stories can be very effective as a simulation technique in teaching. If real situations through which to teach are not possible, students can project themselves into situations which seem real, through the characters in the story. Stories may be chosen for particular purposes from many sources, or teachers and students may write their own.

In either case, stories should be interesting and their beginning should be exciting enough to make readers (or listeners if the story is read to them) want to continue. They should be realistic in the situations they create, and the characters should seem real, that is, not too goody-goody or otherwise exaggerated.

The stories chosen, or written, should be based on, or have as an important part of their content, the principles selected for teaching. This content should be obvious and not overshadowed by other aspects of the story.

The reading level should suit the students who will read it. Since all classes contain students on many different reading levels, no story can suit all of them. Therefore, the reading level will have to be low if all are to read the story; or different stories may be provided on the same subject for different levels. If the teacher or an able student reads the story to the students, it can be on a higher level than that of the slowest readers since listening level is higher than reading level. Low reading levels require very short sentences and easy vocabulary, but style can be exciting, and childishness must be avoided.

Stories may be used in the following ways: (1) to stimulate discussion, (2) to provide an exercise in writing (if students write stories or endings for them), (3) to evaluate, (4) to set up a problem requiring a decision, (5) to make a personal problem impersonal, or (6) to create interest in the content or in reading.

The following original stories by some of the Workshoppers show variety in purpose as well as in reading level. Nearly all attempted a below-high-school reading level, however, since such materials are less easily found.

Life is a Risky Business

Allan Vogelsang

It is a typical spring morning in Centerville. On Sycamore Drive, the sidewalks are strewn with tricycles, scooters, and various other toy vehicles--indicating that this is a street where small children play. Mr. Mowbray, who lives at 416, is mowing his lawn. He has been home from work for a few days because of an accident at work and is just getting back on his feet. On the vacant lot across the street from the Mowbray home, a hotly contested ball game is in progress.

Mrs. Jenkins is burning trash just behind her garage. There was a lot of junk in that garage, and this seemed like a good day to clean it out.

Andy Patterson, 17, is backing the car out of the driveway. It was a great day for Andy when he received his driver's license last month. Right now, there are many things on his mind--the play at school in which he is trying out for a part, the chance of getting a summer job at Endicott's Drug Store, and, most important of all, his plans for buying a car of his own.

Mr. Barton, who retired last year after 40 years in the office of the Centerville Brick and Tile Company, is resting in his favorite chair on his new screened-in back porch.

Thoughts of danger are far from anyone's mind this bright morning. But even on this pleasant street, dangers and risks of all kinds are lurking.

At this point the students could have been asked to complete the story. For this teacher's objectives, though, it seemed more effective to lead into a discussion, with such questions as:

1. Can you name some of the dangers?
2. What is meant by a risk?
3. How can risks be shared?

This should make the concept of insurance clearer than it often is to students, and they could proceed to analyze the kinds of insurance needed by the people on Sycamore Street. Perhaps their curiosity would be piqued enough for them to ask questions about costs of insurance and about the policies. If students were asked to make recommendations regarding how various people on the street should react to an insurance salesman's call, they can be led to high levels of cognition.

\$100,000 or Nothing--A Story About Life Insurance

Allan Vogelsang

"I don't know what to do, Nancy," Lynda complained as she sipped her cola cocktail. "I had this \$100,000 life insurance policy on my ex-husband for three years, you know. Well, now that he's dead," she paused and dabbed daintily at her completely dry eyes with a pink tissue, "the insurance company refuses to pay me the money!"

"Gosh, Lyn, how awful for you!" Nancy commiserated, reaching out and squeezing Lynda's hand, sympathetically. "Why won't they pay? Did they say?"

"Oh, they said, all right. They gave me a list!"

"A list! Were there that many reasons?" Nancy was incredulous.

"I'll say!" Lynda replied, disgustedly. "They started out by reminding me that I lied to them on the application when I said George had never had a heart attack."

"You didn't!"

"Sure I did. How else could I have gotten that much insurance?"

"I often wondered," Nancy admitted. "But you said that they sent you a list. What else was on it?"

"Oh, they said something about my not having an insurable interest in dear old George when he died," Lynda replied. "You know. 'Cause we were divorced by that time."

"Is that bad? The insurable interest bit, I mean."

"I guess so. They said I had to have it to collect. But then, that was only part of it. It seems that since George committed suicide, the policy is void anyway--or so they say." Lynda lowered her head dejectedly.

"You poor dear, to have to listen to that from those mean insurance people!" Nancy said, consolingly, while filling Lynda's nearly empty glass with a fresh supply of cola. "Ice cube?"

"No, thanks, hon. I like it warmish. Expecially when I'm upset like this." Lynda lifted her glass. "Cheers," she said, and drank the whole thing without stopping. Setting the glass back on the coffee table, she continued. "And, as if that weren't bad enough, they found out that George was 45 years old instead of only 35, as I'd told them. According to them, that makes the policy void, too."

"Well," Nancy said, "if I were you, I'd fight them. Go get yourself a good lawyer!"

"Oh, what's the use?" Lynda said in a tired voice. "I forgot to pay the premium on January 25, and George went and killed himself on

January 30--the louse! That means, or so the insurance company told me, that the policy wasn't in force at the time of old Georgie's death." She gazed around the room, sadly taking note of all the material wealth which belonged to Nancy rather than to her. Mentally she had already spent about half of the hundred thousand. She said, "Boy, I could almost taste that bundle!" She lifted her glass, which had been refilled again by that excellent hostess, Nancy, and drank.

The story can be followed by a role playing session between Lynda and her attorney. The attorney could be the teacher, a resource person, or a student who had been primed for the role by previous reading and discussion with appropriate persons.

In the role playing session, Lynda and the class learn the following regarding the insurance company's disclaimer of liability:

1. The fact that Lynda lied about her husband's heart attack would not be relevant after three years because of the "Incontestable Clause."
2. The divorce would not release the company from liability because an insurable interest is not necessary at the death of the person whose life was insured, provided it was present when the policy was first taken out.
3. The suicide clause usually provides that the company will pay for death from this cause after the policy has been in force for two years.
4. The misstatement of George's age only reduces the amount payable to the beneficiary to that which would be payable for the amount of premium paid. It does not void the policy.
5. The fact that George killed himself after the premium was due does not excuse the company from paying, because his death occurred within the thirty-day grace period.

The "attorney" would have real insurance policies to support his statements which would be shown or read to the class. If some companies' policies differ on these points, this would be pointed out.

Julie Meets a Salesman

Lois Guebert

Julie Smith came home from work Friday evening with her first \$60 paycheck. She couldn't have been happier. She had graduated from high school the Friday before and had begun work as a secretary on Monday. Her boyfriend had given her a diamond for graduation, and they were planning to be married the next summer.

Julie's parents were very proud of her and delighted about the engagement. They had known David, her fiance, for several years. They immediately announced her engagement in the local newspapers. As soon as the announcement appeared in the paper, Julie began to get all sorts of mail on special offers, bargains, and insurance plans. Since none of this seemed to be interesting reading, she rapidly threw it away.

One Saturday about a month later, when Julie was home alone, the doorbell rang. There stood a very nice looking young man in a dark business suit.

"Hello, are you Julie Smith?" said the man.

"Why, yes. Can I help you?" said Julie, quite surprised that he knew her name.

"I saw in the paper that you will be getting married soon and I have something I'm sure you will be interested in seeing," replied the man. "Have you started on your hope chest yet?"

"Well, just barely," Julie said rather cautiously.

"Do you have a few minutes so that I could show you our special offer?" said the anxious salesman.

"I suppose so," answered Julie, thinking that it wouldn't hurt just to look.

The salesman went to his car and came back with two huge suitcases filled with pots and pans. He then proceeded to explain the advantages of his line of cookware and how a kitchen just isn't complete without a set, such as he has to offer. He even demonstrated how easy it is to bake a cake in his skillet right on top of the range.

"There are three types of sets from which to choose," he explained. "They begin with the basic set for \$150 and the complete set for \$300."

"Oh, I can't possibly afford anything like that," said Julie. "I'm trying to save money for our furniture. What would just one small saucepan cost if I bought it alone?"

"Well," he began to stammer a little, "the 2-quart size is \$20.00. But don't worry about the money, we'll work out an agreement for payment

with you. A down payment of only \$10 is all that is necessary. You can pay the rest off in small weekly or monthly payments," he continued. "Your friend, Sally Miller, just purchased this set this morning and I sold three others like it just yesterday. Now if you will just fill out this form and decide which set you want, it will be sent to you within a week."

"Now, wait a minute," replied Julie quickly. "I realize that this line is of good quality and may be a good bargain, but I need time to think it over and discuss it with my parents and my fiance."

"There's one thing I failed to mention earlier," he said. "If you agree to buy any of these sets today on the first call, you will receive our \$30.00 electric fry pan or a four piece starter set of our fine china absolutely free. Now you can't afford to pass that up, can you?"

Julie was really in a state of confusion as to what to do. She was never faced with a decision such as this before. Much money was involved, and the salesman wasn't giving her any time to think straight. He kept on talking to distract her. However, she did remember her mother always reminding her never to rush into anything unless she was absolutely sure of what she was getting and that it was worth the money. Since she wasn't sure, she told the salesman, convincing as he was, that she wanted to think about it some more and that she would call him if she decided to buy the set.

When he left, Julie looked at the clock. The salesman had spent over an hour trying to sell his product. She smiled and felt proud of herself.

"He didn't talk me into it," she said aloud.

"Into what?" asked her mother, as she walked in the door.

This story could be followed by a discussion or a role playing session in which the consequences of this decision, and of the alternative decision of buying the cookware, are brought out. The contract Julie refused to sign could be shown.

If the objective of the lesson is to increase knowledge of cookware, various kinds could be on display, with prices, and catalogs could be available to look up others. If students are required to make decisions about cookware purchases to recommend for Julie or for themselves, they could gain experience in thinking at a high level.

If the objective is to develop resistance to high-pressure salesmen, the follow-up could include role playing with a vacuum cleaner salesman, a brush salesman, and others. Other objectives would require other follow-up techniques.

Two of a Kind

Joyce Plume

Mary Jo was 16. She had to go to the supermarket before she fixed supper. She was in charge because her mother was working.

Tommy and Jimmy were her younger brothers. They all went to the store together.

"Mary Jo," Tommy said. "These peaches look good. Let's buy 2 cans. They only cost 59¢ each."

But Mary Jo shook her head. "The label says those peaches are halves. We could get only three servings from a can." She looked at another can of peaches.

"These peaches are sliced," she said. "A can will serve 4 people. It will cost only 49¢. I could make a peach cobbler. Then it would serve 6. Dad would like that."

This story is designed for slow learners. After it is read, the students could open a can of peach halves and a can of sliced peaches and divide into servings to see what Mary Jo meant. They could measure the sirup in each can and see which had more sirup and less peaches. If the skill of making a peach cobbler is one of the objectives, this demonstration (by a student with teacher guidance, perhaps) could follow and servings again noted and cost calculated.

Jane Decides

Maurietta Cusey

Jane came bursting into the kitchen, executing a jubilant dance around her mother.

"Mother, guess who just called?" Not waiting for an answer the words tumbled forth. "Dan Myers, the dreamiest boy in school and he wants me to go to the Homecoming Dance. He's the answer to every girl's prayer, and he's asked me! Mother, I'll have to have a new dress. I just can't go in that old blue velvet with DAN MYERS! There's the dreamiest dress at the Fashion Nook. It's just the dress to give me a new personality. Mother, may I? Can we possibly--I know we decided the blue velvet would do if I were asked to the Dance. But I didn't dare hope Dan would ask me."

"That's wonderful that such a popular boy asked you to the dance; but surely it doesn't make that much difference in your choice of dress. The blue one is really becoming to you. It's your best color and the style is good, too."

"But Mother, it just isn't Dan's type. Besides all the other girls are planning on new dresses for this special occasion. It only comes once a year. Perhaps I could give up my allowance for several months and maybe a few more baby sitting jobs--"

"Jane, I do realize how important this is to you; but perhaps we can talk it over a bit more. Do you remember our family planning session last week? When we planned our expenditures for this month, there was little left for extras? The new tires for the car, David's dentist bill and your new winter coat are immediate expenses that are imperative. If you gave up your allowance how would you cover your current expenses-- school supplies, lunches, etc.?"

"Maybe I could make my old coat do for another season."

"That will be your decision to make, Jane, if you feel this one time warrants such a sacrifice."

Jane went to her room to think for awhile. She was not very happy to give up either the coat or the dress. After awhile she came back to the kitchen.

"You've made your point, Mother. I would look pretty silly in that old winter coat and an expensive new dress; but thanks for giving me the opportunity of making the decision. I guess it wouldn't be worth being in debt the rest of the year just so I could look glamorous one night. The blue velvet it will be, and Dan can take me as I am. Maybe you would help me do a little something to it?"

"Of course. Perhaps a glittery trim at the neck and hemline for a bit more glamour. Time expended in handwork can take the place of money."

"Thanks for the idea. Really, Mother, the blue velvet is more my type, and Dan did ask me the way I am!"

1. How would you rate the communication or understanding between this mother and daughter? Can you think of other ways this mother might have responded? How might this have affected Jane's response?
2. Why were the items listed for purchase more important than the new dress?
3. Pretend Jane had decided to go ahead in purchasing the dress in preference to the needed coat. It is now a month later and the weather is cold. Dan has asked her for another date; this time to go to a play. Can you imagine the possible conversation that might take place between Mother and Jane? (This would be a good situation for role playing.)
4. This story implies the family meets together to go over finances, making plans that involve all. How do you feel about such a family planning session? How could this solve financial problems in a family?

Written assignment:

Make a list of the items you want in the next week. How much money is involved in this? How many of these items will you actually secure? How will you decide which to buy? What do the other members of your family want to buy?

Make a list of items you would like to have in the next three or four months.

Will your immediate day-to-day purchases affect your ability to acquire these items?

Family Secrets

June J. Patchett

Nancy, Beth, Laura and Sue were "out on the town" again this Saturday night. Now that they were fourteen they could go to the show by themselves. They enjoyed a snack after the show and their parents played cards together until they returned.

This arrangement was much better than staying at home alone. It was even better than being with their mothers and fathers.

As they walked along, Nancy could not keep from telling her sensational news. It was too good to keep to herself.

She said, "I'll bet you don't know what we're going to get at our house!"

"No, tell us Nancy," said the girls, together.

"Well, if you promise not to tell, I don't think the folks want this to get out, yet---"

"Oh hurry," said Beth, "or I'll tell my news first."

"It just happens," Nancy replied, "that we are going to have a baby at our house by Christmas."

"You are?" the girls squealed. "What in the world will you do with another kid in the house? That'll really fill up your house. In just four rooms, where will you put it?"

"Oh, I don't know." Nancy thought babies were really cute. It would be more fun than her ten-year-old brother; that was certain. "Maybe the folks will keep it in their bedroom."

"I thought you were going to say that your dad had bought a new car," Beth said. "That's what my secret is. We are getting our first brand

new car. That jalopy we have now is so old I can't remember ever having any other one."

Laura thought that would be great. She asked, "Will you give us all a ride in it when it comes?"

"I hope so," said Beth, "if they let me."

"Well," said Sue, "if my folks would quit buying junk, we might get a new car too. Pop just got a tape recorder and Mom thinks she wants one of those 60-second cameras. You'd think they couldn't live without their toys." She went on. "We spend a lot of money eating out, too. When Mom has watched television too long to cook something decent, and Dad won't wait to be fed, we rush out to a restaurant or a hamburger place."

"My folks do that too," Nancy said. "Mom won't cook when it's hot, and Dad refuses to eat cold cuts and potato chips. We ruin five dollars every time that happens."

Sue, not to be topped by the extravagance at her friends' homes said, "What you really ought to see is when my mother gets mad at dad. You can always tell when we are going to get new furniture. After a big argument, Mom just doesn't talk much until she buys something for the house."

"That's better than the Arnoff's next door," Laura observed. "He hits her and she hits him back when they are fighting. It's so funny--she's bigger than he is."

"Yeah, she gets well from the battle by getting new dresses--ever notice how well she dresses, and all he ever has is work clothes?"

"Don't think his life is all pain, though, Laura," Sue added. "He stops for a little drink every night on his way home from work."

"Boy, when I get my own house," Nancy said, "I'm not going to let money drip through my fingers like some people. I am going to have a bank account if we have to eat spaghetti three times a week to do it."

"Yeah," Sue said, "when I'm married, I'm going to work, and then my husband can't put me on a stingy allowance or tell me how much to spend on anything."

"I'm going to have my own house, too!" Laura dreams. "It'll have white petunias on each side of the front sidewalk."

Beth shared her idea of how married life should be. "If only we weren't such big spenders in public, we could even take a vacation. That's what I'm going to do when I have a home of my own. I'm not going to throw away our money in little bits so we can't have what we really want."

"You said it," echoed the other three homemakers-to-be.

With that resolve, they each bought their sack of popcorn and a candy bar for supplies during the movie. There wasn't a nickel left in the wallet of Nancy, Beth, Laura, or Sue.

Discussion following this story could, according to the objectives of the lesson, center on the value of planning for spending, the effect of early habits on later behavior, the effect on families when intimacies are shared outside, or the value of all family members planning together.

Grandmother's Visitor

Janie Kafka

Mrs. King hung up the telephone. She thought to herself. "My daughter soon will be coming to visit us for a week to look for a new place to move. Grandmothers are *supposed* to make *good* baby sitters. And I haven't a thing to entertain a baby! I hope I haven't forgotten how! I will need to buy some toys before they come to our house."

Margo, Mrs. King's granddaughter, hadn't stayed a baby long. She was eighteen months old. She tried to say many words. Sometimes she put words together. She was curious about everything and never still a minute. Her favorite toys were an old, dirty, stuffed clown and a simple animal picture book. Mrs. King had to think carefully about new toys to buy.

She decided to buy these:

- (1) a small set of metal dishes (She decided not to buy forks. They might be dangerous in case Margo fell on them.)
- (2) a small toy broom (Maybe she would like to help Grandmother sweep.)
- (3) a simple color book, and large thick colors (Mrs. King thought the colors and colorbook would be good to keep. Then Margo would always have something at Grandmother's to play with.) Margo was already marking on papers and magazines with a pencil.

What a time Mrs. King had getting to know her granddaughter! Margo cried most of the first day. Could it be Mrs. King *had* forgotten how to baby sit? Could it be Margo just missed her mother? Or was she sick???

Mrs. King tried everything. She finally took her to the park. Margo liked to climb the stairs on the slide. She rode the rocky horse. She took a swing on the garden gate. But *she* wanted to push the merry-go-round herself!

The second day Margo played close to grandmother. When Grandmother washed the dishes, Margo washed her toy dishes with a face cloth. She played with the cups in her bath water. Mrs. King washed her floor.

Margo used the empty detergent bottle to "pour" a drink in her cup. Mrs. King busily vacuumed the living room. Margo watched closely. Mrs. King turned around. There was her granddaughter, pushing her broom back and forth. Straws were flying all over the newly cleaned rug. Margo threw the dust pan in the paper can! Babies are funny! Maybe the toy lawnmower would have been a better toy, but Margo was having fun.

Evening at last. Margo *and* Grandmother were both ready for a quiet time. "The color book!" thought Grandmother. But Margo didn't want to look at the color book!

Grandmother poured out the colors on the floor. "See Margo? This is the way you do it." Margo didn't look at Mrs. King. Margo was busy picking up the colors from the floor. She put one-two-three colors in the box.

"Wah!!!!" screamed Margo. Grandmother had tried to take away the box top. Margo wasn't interested in coloring. She just wanted to empty the box, then refill the box, and again empty the box! She ate some colors. Grandmother gave up. She fished the color from Margo's mouth. Surely colors won't be harmful to babies.

Margo yawned. She rubbed her eyes. She wanted to be close to Grandmother. Quickly her head was on Mrs. King's shoulder. Her eyes fluttered. Her free arm held Grandmother's neck with a tight little grasp. Margo was asleep.

"Babies are lovable. Babies are amazing. Babies are *especially* nice when they are asleep," thought Grandmother.

This story could lead to a discussion and other activities regarding children's toys, or characteristics of toddlers, or babysitting, or even money management--depending on the class objectives.

The Cost of Home Cooking

Mary Lumsden

Carol and Larry were recently married. Larry works at a local service station and Carol works at a nearby factory.

By the time Carol gets home from work every night she is exhausted. As she enters the house she is usually greeted by the familiar words of her husband, "What's for supper tonight, honey?"

Carol begins at once to prepare her meal by getting out the convenience foods and taking the packaged mixes from the cupboard shelf.

"Carol, I wish you could cook like my mother. She never used any of those mixes. I'll even bet you could save lots of money if you made

things yourself instead of using those convenience foods, and you know we need to save all the money that we can."

"So you think that convenience foods are more expensive? While I'm preparing supper why don't you read this pamphlet that I just ordered? See if what it has to say about convenience foods changes your mind."

Larry sits down with the pamphlet and begins to read. "This is interesting. I really hadn't thought of it in this way. I guess we do have to count the cost of your time."

"It says right here that preparation time is less for these convenience foods than those prepared at home. In home prepared foods one must consider the amount of time used in reading directions, peeling, cutting, stirring, measuring, pouring, putting on and removing from the range and serving dishes and cleaning up.

"Sometimes the food cost of convenience foods is actually less than the cost of the ingredients for home-prepared products because of the efficiency possible in mass production. It says that the average 'convenience food' meal, for four, costs \$2.23 and is prepared in 32 min. while the average home-prepared meal cost \$2.00 but takes on the average 1 hour and 59 min. to prepare. When you value the time of the homemaker at \$1.40 per hour, you are actually saving 38% of the total cost in using prepared foods."

"And just think, Larry," said Carol, "if I had to prepare a complete meal after I came home from work, we wouldn't be eating until nine or ten o'clock. How would your stomach like that? If it took me that long to prepare supper I wouldn't have time to do the cleaning, ironing and all of the other things that I have to do tonight. Of course, if you would like, I could send the ironing out and have a cleaning lady come in every day so that I could spend more time preparing your meals."

"No, Carol," said Larry, "I think you're the wise one. I wonder why my mother doesn't use convenience foods."

"I don't know. There's something else you will have to remember, too," said Carol. "I haven't had as much experience in preparing food as your mother. I'm probably saving us lots of indigestion pains by using convenience foods."

They both laugh as they sit down to eat their "convenience meal."

This story could be followed by another one about a couple who loved to cook as a hobby, saved money on food, had dishes they could not have bought and into which they put extra nutritive values, etc.

After students had read both, a discussion could reveal which appealed more and why. Differing viewpoints could be supported and respected. The role of values in decision making could be pointed out.

Diets and Allowances

Helen Louise Briggs

The bell rang and fifty FHA girls hurried out of the Home Ec room and rushed downstairs as if the order were for immediate evacuation.

Jeanne and Kathy had gone down together but instead of going toward the cafeteria, Jeanne started to the candy stand.

"I thought you were on a diet, Jeanne," said Kathy.

"I am. That is why I am not eating in the cafeteria. They are serving ham and beans, cornbread and chocolate pudding today. I'll just grab a bit here." She picked up two candy bars, a package of peanuts, two packages of potato chips and headed toward the pop machine.

"Anyhow, I want to eat in a hurry and go talk to the Home Ec teacher. I don't think it is fair that that FHA trip to Chicago will cost \$15 apiece. Where could I get \$15? My dad acts as if he is heading for bankruptcy when he gives me my five-dollar allowance each week. By the time I buy my lunch everyday I sure don't have any \$15 left over."

"You will have over six months to save for the trip," Kathy reminded her.

"Do you think my dad will change in six months?" asked Jeanne bitterly.

Discussion questions:

Does Jeanne have some problems? What are they?

Is Jeanne likely to lose any weight?

What is she likely to lose? Why?

How can she manage to afford the trip to Chicago?

What values are involved? What decisions will she have to make?

How do age, interests, and activities affect your use of money?

How would you expect a 3-year-old to spend her allowance? a 10-year-old?

Would their choices be different from yours?

Written assignment:

Write an ending to the story about Jeanne.

THE IN-BASKET TECHNIQUE

The In-Basket Technique is another way to simulate reality when real life situations for teaching are not possible. It takes its name from the baskets or trays on an administrator's desk which hold the incoming and outgoing mail.

It is useful in any situation when a managerial role is involved. It can be general--e.g., home management, broadly conceived--or specific--e.g., management of a weekly allowance. In any case, the learner in the managerial role will receive in-basket items on which decisions have to be made. If all students receive the same items, different decisions will doubtless be made, and discussion can reveal reasons. Consequences of various decisions can be explored and values related.

One Workshopper used the In-Basket Technique to introduce the study of money management to freshmen. It occupied a few minutes at the beginning of each class period for two weeks preceding the more extensive study. Her introduction and In-Basket items follow.

In-Basket Items for Freshman Money Management

Mary Jo Clapp

First Day, Monday:

The teacher introduces the unit in some such fashion as this:

"For the next two weeks I am going to adopt you as my daughters. We'll pretend together that you are members of my family--each of you is my daughter. At the beginning of each class period I'll tell you something of what our family has done, your need for money, what you have been given, the possibilities for you to earn. This information after today will be on slips of paper in a basket by the door. Each of you may draw a slip as you enter the classroom, read it and make a record of the information. We'll discuss it briefly, and you may tell me if you have a need for more and why you need it. Then we'll see if we think Dad or I should give it to you. Of course, this is all pretend except the fun we'll have and the record of the money you get and the money you spend.

"By the end of the first week I hope you will have decided what kind of form you wish to use in keeping your record. We might even run some off on the Azograph to simplify your record-keeping.

"Now I shall tell you what happened to you yesterday and today. You will need to take notes, so you have your spending and your income recorded. You had \$1.25 in your purse yesterday morning when you went to Sunday School and to Church. How much did you put into the collections? Make a record now of the \$1.25 and of how much you spent.

"This morning (Monday) I gave you \$2.25 for your lunch ticket for the week. You are a freshman, and the freshmen had to pay their dues--

\$.50. You and some of your friends stopped at the drug store on the way home from school. They bought pop, etc., and played the pinball machine. Did you? How much did you spend? Write it down--and what it was for.

"I have a basket of clothes that need ironing. It will take a couple of hours. I'll give you \$2.00 if you will iron them, but a friend of yours wants you to go to Danville with her and her family. If you go, you can't do the ironing and you will also probably spend money on a hamburger and pop on the way home from Danville. What do you do? Complete your record of money earned and/or spent yesterday and today.

"Tomorrow, as you enter the room, pick up a slip from the basket to find out what happens next. You might be able to devise a way of simplifying your record-keeping."

Second Day, Tuesday: (In-Basket Item)

There's a ball game tonight. The bus will cost \$.25 and the game, \$.50. There will also be snacks you may want. You need \$.50 for FHA dues tomorrow. Dad gives you \$2.00. Record the income and what you spend.

Third Day, Wednesday: (In-Basket Item)

You stop at the drug store on the way home. The other girls buy pop, chips, etc. Do you spend anything? If so, for what?

The drug store has something new the girls are going for--darling tiny dolls with real hair, on chains to be worn around the neck. They are "specials" for only \$.79--a special purchase the store owner tells the girls. Three of the girls buy one each. Do you?

Fourth Day, Thursday: (In-Basket Item)

You are asked to baby-sit three hours tonight at \$1.00 an hour. You have a big test tomorrow. Will you baby-sit?

You stopped at the drug store again. Did you spend any money? If so, for what?

For tomorrow: Can you agree on a form we could run off for record-keeping? We'll discuss it tomorrow. Each of you decide for yourself, so you can have your share in deciding.

Fifth Day, Friday: (In-Basket Item)

There's a ball game tonight, a home game. Dad gave you \$2.00.

I bought you a \$3.98 blouse and two pairs of hose at \$1.75 each to go with two new fall dresses.

Record your income and expenses.

Sixth Day, Monday: (In-Basket Items)

Today we'll have to catch up on what happened over the weekend.

Saturday: We all went to Danville. Dad gave you \$5.00. You found a record you wanted for \$4.98. You also found some eye make-up you had been wanting at \$1.98.

A neighbor wanted you to baby-sit from 6:00 to midnight at \$1.00 an hour. Before you decided what to do, a friend called and asked you to stay all night with her and go to Sunday School and Church on Sunday. Which did you do?

Sunday: You went to Sunday School and Church either with us or your friend. Your Sunday School class went to the park at Paris for a picnic in the afternoon. You all took food, but ice cream was 10¢ and 15¢; swimming was 50¢. There were pinball machines and juke boxes. Record your spending.

Monday: I gave you \$3.50--\$2.25 for the week's lunch ticket. I have two baskets of clothes which will take three or four hours to iron. I'll give you \$2.00 each for ironing the baskets of clothes. A friend of yours wants you to go to Danville tonight. You'd like to go with her family. Record what you received and what you spent.

Seventh Day, Tuesday: (In-Basket Item)

You have a chance to baby-sit for three hours. There is also a ball-game away from home you'd like to see. What did you do?

Eighth Day, Wednesday: (In-Basket Item)

A packet of school pictures came back. They are \$2.00. Dad said if you'd mow the lawn--it doesn't need much--this will probably be the last time we'll mow it this year, but you'll have to rake some leaves too, and pick up around some of the plants--he'll give you \$3.00.

You'd like to have the pictures because everyone is exchanging pictures.

You also stopped at the drug store on the way home. Did you buy anything?

Ninth Day, Thursday: (In-Basket Item)

Did you buy the packet of school pictures at \$2.00?

The Student Council of which you are a member is selling ball point pens with the ballgame schedule on them for 50¢. Also, they are selling ice cream bars, pop, candy, and chips at the noon hour.

Your English class looked through a shipment of paperbacks and you found a book for a book report. It costs \$.75.

Tenth Day, Friday: (In-Basket Item)

The cosmetics saleswoman stopped by, and you found several things you wanted. She said "all the girls" are ordering some little pins with cream sachet in them at \$3.98. Did you order anything? We always pay her when we order in case no one is at home when she delivers.

There is a ball game tonight, but you can work in the concession stand and get in free. You'll have to pay for your snacks, however.

You asked Dad for money. How much?

Complete your record.

On the following Monday, the students would have some records and some interest in the study of money management. A variety of techniques would then be used to continue the interest and teach some principles. One possible follow-up would be a determination of the allowance that seemed to be needed in the previous situation and a discussion of whether an allowance is better than a dole.

CONSUMER PROBLEMS IN ILLINOIS

A Message from the Consumer Fraud Division,
Office of Attorney General, State of Illinois

William E. Webber
Assistant Attorney General

Along with the many responsibilities and challenges faced by today's teachers is the opportunity inherent in the multitude of consumer protection legislation sweeping the country. In Illinois, this opportunity has been formally and officially recognized with the passage of the Consumer Education Act, which requires that consumer education be taught at some point in grades eight through twelve, with the how and when of implementation left up to the State Superintendent of Public Instruction.

Today one hears a great deal about consumer protection, or if one chooses to be more sophisticated "consumerism." The classic doctrine of the market place, known as "Caveat Emptor" (let the buyer beware) is being slowly but consistently eroded away by the day-to-day enforcement of existing statutes and the onslaught of new legislation in the various states and by the federal government, the best known probably being the federal Truth-in-Lending statute which became effective on July 1, 1969.

Many people have heard about Truth-in-Lending, but relatively few right here in Illinois seem to have heard about the Illinois credit card legislation, the "Unsolicited Merchandise Act," the Illinois "Retail Installment Sales Act," the Illinois "Motor Vehicle Retail Installment Sales Act" or the Illinois "Consumer Fraud Act" which was first enacted back in 1961, making Illinois a real pioneer in the field of consumer legislation.

In my talks throughout the state I am frequently asked questions expressing concern over the consumer's liability on credit cards, especially in view of the many cards that are issued and sent through the mail without ever having been solicited. Evidently, more than a few Illinois legislators were also on some of those mailing lists, because in 1967 legislation was passed in Illinois stating that "No person in whose name a credit card is issued without his having requested or applied for the card . . . is liable . . . for any purchases made . . . from which he or a member of his family or household derive no benefit unless he has indicated his acceptance of the card by signing or using the card or by permitting or authorizing use of the card by another."

When this section of the statute is explained, the next question is "Yes, but what happens when I lose a card or somebody steals a card that I have used?" Here again our Legislature has come to our rescue, at least to a considerable degree. The statute goes on to provide that in case of unauthorized use of an accepted unsolicited card or a solicited card where neither the person in whose name the card is issued or his family derives any benefit, liability is limited to

\$25.00 in cases where the card had no signature panel, and \$75.00 when the card provides a panel for the user's signature.

I would suggest that those living in states other than Illinois check to determine whether their state provides similar protection, and if not, possibly suggest something of a similar nature to their legislators.

It would be interesting to know how many people reading this article have ever received merchandise through the mail that they did not order. If you do receive unsolicited merchandise, what is your obligation? In many states you may be obliged to return the merchandise or protect it for a reasonable length of time, giving the sender an opportunity to retrieve the merchandise before you dispose of it. In many states, if you use it, you are deemed to have accepted it and must, therefore, pay for it. In Illinois this situation is covered by a one paragraph statute which simply states:

Unless otherwise agreed, where unsolicited goods are delivered to a person, he has a right to refuse to accept delivery of the goods and is not bound to return such goods to the sender. If such unsolicited goods are either addressed to or intended for the recipient, they shall be deemed a gift to the recipient, who may use them or dispose of them in any manner without any obligation to the sender.

Needless to say, this statute has reduced the popularity of this sales device among hucksters who formerly found Illinois a fertile field for this type of operation.

The Consumer Fraud Act, which is found in the Illinois Revised Statutes 1967, Chapter 121 1/2, Sections 261 through 272, is administered by the office of William J. Scott, Illinois Attorney General, Consumer Fraud Division, more popularly known as the Bureau of Consumer Fraud. Since its inception in 1961, the Bureau has handled approximately 50,000 complaints. This has resulted in direct savings and refunds to the complaining consumers of over \$2,000,000 plus unknown savings of possibly several times this amount when the misleading or fraudulent activity was corrected or discontinued. An excellent example of both types of savings resulted from a case involving the automobile loan department of a highly respectable bank in a middle-sized city in Illinois. The officers of the auto loan department, apparently without the knowledge of the bank's president, were turning back speedometers on repossessed cars in order to resell them as low mileage cars. None of the purchasers complained or were even aware of the deception. The Consumer Fraud Division was tipped off by a disgruntled former employee of the bank, and the ensuing investigation resulted in the bank voluntarily making adjustments to several purchasers of varying amounts ranging from about \$100 to several hundred dollars, as well as a sweeping change in the handling procedure of repossessed cars in order to make it possible for the bank officers to do some self-policing of their employees and to make it easier for the Bureau of Consumer Fraud to confirm mileage on their repossession transactions.

Determining who turned back a speedometer is not always so easy as in the above case. Many times the problem arises when the purchaser of a used car is refused warranty protection by the manufacturer because of a mileage discrepancy. In these cases the investigation often reveals that the car was traded in to one dealer and sold by him to another dealer, who in turn sold to the consumer. Each dealer denies any knowledge of the discrepancy and the investigation, for all immediate purposes, comes to a dead end. It is hoped that the new, so-called, tamper-proof speedometers will alleviate some of this particular problem.

One of the more humorous incidents to come out of the practice by some dealers of rolling back speedometers was the used car dealer who filed a written complaint against a Florida manufacturer of speedometer roll-back machines. It seems that he ordered and paid for such a machine but never received it, and then appealed to our office for assistance. As you might suspect, we had a heart-to-heart talk with this dealer, pointing out the deceptive nature of rolling back speedometers.

In turning back the mileage and not revealing this fact to the purchaser, we have a clearcut case of deception. However, many cases, and indeed most, are not so clearcut.

Section 262 defines consumer fraud as follows:

The act, use or employment by any person of any deception, fraud, false pretense, false promise, misrepresentation, or the concealment, suppression, or omission of any material fact with intent that others rely upon such concealment, suppression or omission, in connection with the sale or advertisement of any merchandise, whether or not any person has in fact been misled, deceived or damaged thereby, is declared to be an unlawful practice; . . .

Scholars could become involved in lengthy discussions over the true meaning of any number of the words or phrases used in this section. However, the two obviously critical concepts to be dealt with in the enforcement of this act are "material fact" and "intent."

For centuries merchants have "puffed their wares" and it has long been accepted, even by the courts, that they have a right to do so. However, where does puffing stop and misrepresentation, deception or fraud begin? When the cookware salesman paints glowing word pictures of the benefits to be derived from the extra vitamins and minerals retained in food cooked in his product, is he merely puffing or is the vitamin retention potential of the product a material fact worthy of consideration in deciding to buy or not to buy. If food does, in fact, retain more vitamins and minerals, when cooked in his product, are his representations, of the benefits to be derived from eating such food or the consequences to be suffered from failure to prepare your food in his product, material? The answer to these questions might well depend upon how much emphasis was placed on this aspect of the total sales pitch, or how many other arguments or sales techniques were used to motivate the consumer. In short, there is no pat definition of

"material fact," as it is a relative term, subject, in the final analysis, to determination by a court.

The question of the "intent" of the seller also presents problems in the enforcement of the act, since it involves what is in the seller's mind at the time of the sales or attempted sale. Did the seller intend, at the time of the sale that the buyer rely upon the seller's statements and/or actions in determining to buy or not to buy. This determination of what the seller intended must often be gleaned from his performance in the instant case along with his past performances. Questions arise such as: When do we have a false promise as opposed to a breach of contract or warranty? Did this TV set really need all of those parts or did the repairman charge for unnecessary parts or parts not replaced or work not performed? In an effort to answer some of these questions, the consumer fraud investigators watch the complaint files for repetitious complaints against any one company or salesman. Once a seller has been put on notice, and then continues to repeat the same practice, we may well have objective evidence of a subjective intent. In this way, complaints which were at first closed for insufficient evidence become valuable tools in establishing a pattern of operation. Once a pattern is detected, it then becomes possible to conduct a meaningful investigation, and convince a court, if necessary, of the existence of intent to deceive or defraud.

In a recent case a pattern indicated that a certain TV repair shop was engaged in systematic overcharging. Several good TV sets were checked by a local technician, certified to be in good working order and then a malfunction was deliberately introduced into each set with careful records being kept of what was wrong with each set. The sets were then carefully prepared in such a way that it could be determined by ultra-violet light which parts were removed, replaced or repaired. The sets were placed in private homes, the repairman called, repairs made, the sets returned to the private homes and then picked up and checked by the technician. The paid repair bills, when checked against the technician's final report, showed clear evidence of overcharges, and the TV repairman was taken to court.

The case of the TV repairman illustrates the importance of reporting any suspected violation because without the volume of similar complaints those few that were received would possibly have been closed as cases involving simple misunderstandings or, at best, for lack of sufficient evidence of fraud. All too often, cases go unreported because the consumer feels that the amount of money involved is too small or that he does not wish to be bothered, or worse yet, that no one else really cares anyway.

Although some cases involve thousands of dollars, not all of our cases are of the large variety. We had one case of a woman who got into an argument with a grocer over a five-cent coupon that was supposed to be included with a tube of toothpaste. She filed her complaint and the grocer not only apologized, but she got her coupon. Also, we recently had a case where a TV repair shop advertised trading stamps with all sales and repair work. The store refused to give the stamps because the

TV repair bill had not been paid when the set was picked up, but it was paid later when billed. The consumer filed a complaint and the TV repair shop apologized, gave the customer the trading stamps and promised to have their advertising and their store policies conform in the future.

Attorney General William J. Scott has prepared an excellent brochure entitled "Your Protection against Fraudulent Sales, Advertising and Loans" which is available without charge. This brochure discusses briefly bait advertising, door-to-door selling, referral selling, false advertising, misrepresentation, debtor obligation, selling under false pretense, phony repairs and personal improvement contracts along with tips on some things to avoid when contemplating a purchase.

Any person who would like a copy of this brochure, or those from any state who have complaints against a seller can request assistance by simply writing to:

Honorable William J. Scott
Attorney General
State of Illinois
Consumer Fraud Division
Supreme Court Building
Springfield, Illinois 62706

or if in the Chicago area:

Room 816
160 N. LaSalle Street
Chicago, Illinois 60601

Mr. Scott's services are available without charge.

Laws have done much to arm the consumer, so that he might better protect himself against the unscrupulous or fly-by-night merchandiser, but laws are not the ultimate weapon. Although laws will always be necessary to protect some consumers, it remains for the enforcement agencies and our educators working in conjunction with one another to teach the coming generations of consumers the art of intelligent buying.

We sincerely hope that the doctrine of "Caveat Emptor" has had its heyday. It is our goal that eventually an alert and informed body of consumers can exert the necessary economic pressures, on those merchandisers who practice deception, to create an atmosphere of full and honest disclosure in the market place. Such a goal is in no way inconsistent with the principles of free enterprise, but rather, it would be free enterprise in its grandest and purest form.

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PARTICIPANTS IN WORKSHOP IN CONSUMER EDUCATION

University of Illinois
Summer 1969

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Hilda Alexander	Potomac, Illinois
Audrey Armstrong	Chicago, Illinois
Helen Louise Briggs	Stonington, Illinois
Mary Ann Byrne	Bourbonnais, Illinois
Charlotte Carr	Roanoke, Illinois
Mary Jo Clapp	Sidell, Illinois
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Julia Deingler	Urbana, Illinois
Vivian Goins	Quincy, Illinois
Lois Guebert	Oneida, Illinois
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Catherine Lagacy	Springfield, Illinois
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JoAnn Mundt	Palatine, Illinois
June Patchett	Brocton, Illinois
Joyce Plume	Joliet, Illinois
Joyce Richardson	Rantoul, Illinois
Loretta Schrowang	Granville, Illinois
Sister Rosemary Murphy	Peoria, Illinois
Diane Trembly	Crystal Lake, Illinois
Allan Vogelsang	Rantoul, Illinois
Wilma Wright	Macomb, Illinois

WANTED: ^{more} TEACHING TEST MONAS

To repeat what we said in Vol. XII, No. 3:

A home economics student recently approached a staff member and asked, rather sheepishly, if she had a book on the "joys and satisfactions of teaching." The dejected looking girl said she could see the problems, difficulties, and frustrations and needed something to counter with.

This incident has prompted an informal search for authentic testimonials concerning the intangible rewards in teaching. *Illinois Teacher* solicits readers' contributions which may be compiled for later publication.

Won't you share with us in a brief statement the joys and satisfactions *you* have personally experienced as a teacher? Your words may help some disillusioned young person to renew faith in the profession. Use the form on page 99 to save time.

ALSO WANTED: IDEAS FOR TEACHING TECHNIQUES

Won't you take a moment to write down what you and your students did on a day that you felt especially successful, so that another teacher can benefit?

What "made the day"? What *techniques* did you use? What created a special climate for learning? Why did the students go away wanting to learn more?

If you share your big moments with us and others share their big moments with you, the whole profession will gain. For convenience, use the form on page 100.

JOYS AND SATISFACTIONS OF TEACHING

Contributor: _____
(please print)

Address: _____

Mail to:

Illinois Teacher
342 Education Building
University of Illinois
Urbana, Illinois 61801

TEACHING TECHNIQUES

Contributor: _____
(please print)

Address: _____

Mail to:

Illinois Teacher
342 Education Building
University of Illinois
Urbana, Illinois 61801



ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL · HOME AND FAMILY · EMPLOYMENT

RELEVANCE -- THROUGH VOCATIONAL EDUCATION

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

FOREWORD

We feel that it is important for home economics teachers to be aware of the developments in other subject matter areas. Therefore, this issue of the ILLINOIS TEACHER deals with the trends and issues in some of the substantive areas in vocational and technical education; namely, Industrial Arts Education, Agriculture Education, Health Occupations, and Business Education. The staff realizes that not all possible areas of vocational and technical education are represented, but hope the ideas here will be provocative.

In the introductory article, Elizabeth Simpson points out some of the commonalities among the substantive areas of vocational education. She also emphasizes the need for cooperative efforts among the vocational areas.

In his article "Occupational Orientation at the Elementary Level," Henry Sredl advances some pertinent thoughts about possible changes in approach in the elementary school curriculum. Ideas about vocations start early.

"Waitress Training on the Lac Du Flambeau Reservation" is an example of a vocational education program being developed in home economics, utilizing cooperation in a community setting. Mrs. Maney's program may give some direction and insight to other educators who work with specialized groups of different cultural backgrounds.

The guidance counselor has a significant role in promoting vocational education programs. Teachers need his cooperation and understanding just as he needs cooperation from teachers. Keith Honn describes the counselor's role working with parents, vocational educators, other teachers, industry, and business groups.

Mildred Barnes Griggs
Editor for This Issue

WHAT DO WE HAVE IN COMMON?

Elizabeth J. Simpson

Research Associate

Instructional Materials and Practices

Bureau of Research, U.S. Office of Education

Department of Health, Education and Welfare

Washington, D.C.

There are good reasons for bringing together the various programs of vocational education, whether at the secondary, post-secondary, adult, or teacher preparation level. First, cooperative efforts among those in the substantive areas of vocational education is educationally sound. These areas have much in common in their related objectives, knowledge and abilities, and methodologies.

Taking these commonalities into account in curriculum planning, organization and administration, and classroom instruction can result in enrichment of the learning situation, particularly with respect to helping students see relationships and make applications of learnings.

Second, greater economy and efficiency in relation to staff utilization and funds can result from well-conceived cooperative efforts.

Third, cooperative efforts can contribute toward the goal of serving the needs of people rather than programs--a concept inherent in recent vocational education legislation.

There are several dimensions of commonality that one might consider in analyzing the relationships among the areas of vocational education:

The Dimension of Content

The substantive areas of vocational education have much in common with respect to what subject matter is within the purview of each. There is a general content related to becoming employable, finding and keeping a job, relating to co-workers, labor and professional organizations, legal aspects of employment, health and safety in relation to the job, and managing one's personal life and finances in relation to the job that should be part of the educational experience of all vocational education students.

There is also common content in terms of affective considerations--interests, attitudes, desires, appreciations, and moral and ethical values related to work and working. There are some psychomotor abilities and skills that cut across occupational lines. Work is needed in defining these and the nature and extent of their applicability.

Content common to a number of technical areas is found in the principles of the physical sciences. Identification of these common abilities and exploration of their application in the various areas is another problem for study.

The Dimension of Methodology

Certain methods of instruction are applicable in various programs of vocational education--for example, the methods of cooperative vocational education.

Increased efficiency and economy in organization and administration may result from cooperative efforts in study and related-work experience programs that cut across subject matter lines in vocational education.

Computerized instruction is broadly applicable and increasingly applied in the field of vocational education. Demonstrations and laboratory work are common methods.

Those preparing to teach in the various areas of vocational education may be brought together for shared instruction in methods that are common to the various areas, when the applications in these areas are not too disparate. Then, of course, *common methodology* becomes *common content* in the program of teacher education.

The Socio-Legal Dimension

Priorities and emphases boldly set forth or implied in vocational education legislation also serve as common threads of concern and action in the substantive areas of vocational education. Social problems and concerns were the bases for definition of these priorities and emphases. For example, the poverty of many in the midst of plenty and all of the attendant problems of poverty are root for the emphasis on vocational education for the disadvantaged in recent legislation. The increasing complexity of the consumer roles of the family was basis for the emphasis on consumer education in Section F of the Vocational Education Amendments of 1968.

These are only two examples of the relationship between social problems and legislation in vocational education. The entire Vocational Education Act of 1963 and the 1968 Amendments may be viewed as responses to problems of unemployment and underemployment, the increased need for technical knowledge in many occupational areas, and other aspects of change in the nature of occupations.

What Results Might We Expect From Enlarged Cooperative Effort?

As the substantive fields of vocational education expand their cooperative efforts and exploit their commonalities, it seems likely that one result may be a re-examination of the categories of occupational

preparation. Alternatives might be: (1) Continue with present categories, such as Agricultural Education, Business Education, Home Economics Education, etc.; (2) Emphasize the generalities through a sort of homogenization process and provide specific training for occupations through on-the-job training experiences; disregard old occupational categories; (3) Find new, more inclusive ways of categorizing occupations, perhaps based on the functions of jobs in society; for example, the categories might be: Production Education, Distributive and Business Education, Transportation and Communications Education, Personal and Public Services, and Allied Health Occupations. Family Life Education with emphasis on the development of the employability of family members and Vocational Guidance might serve as supporting areas of instruction in this new schema.

Certainly, out of cooperative efforts, increased understanding and appreciation among those in the substantive areas of vocational education would surely be anticipated as results.

OCCUPATIONAL ORIENTATION AT THE ELEMENTARY LEVEL

Henry J. Sredl



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The man-made world envelops most Americans to a degree unprecedented in history. Because of his ability to transform resources into material goods, to alter and control his environment, and to provide the services necessary to maintain and improve such changes, man is capable of establishing cities in desert areas which only one hundred years ago his ancestors dared not enter. He speaks to fellow human beings thousands of miles away with no more than a few motions of his hand and fingers; he eats a meal at 30,000 feet above the ground while enroute to a business or holiday engagement; he spends hours weekly in front of a "box" which entertains and educates him. But man is capable of doing these and thousands of other things only because of the complex economic system he has developed, a system which relies on human ability and ingenuity.

The 1968 Amendments focus in part on one of the major inadequacies of our educational programs, the absence of a logical introduction of all pupils to the system which provides man with his economic goods and services, a system more commonly referred to as the "world of work." Broadly interpreted, the world of work is a world which encompasses all of man's economic activities, from the very basic to the most complex. Every human being who functions in and contributes to his society is a part of this world. It is a world of telephone repairmen, lawyers, engineers, plumbers, nurses, custodians, and countless others. It is a world which is always changing and consequently demanding changes from its members. It is a world in which today's pupils will have to change job classifications anywhere from three to eight times during their life span.

In this article (and hopefully in subsequent discussions by the reader) the systematic introduction to the world of work will be called OCCUPATIONAL ORIENTATION. Occupational orientation will be considered an "exposure." It is an exposure which concentrates on introducing and informing people, regardless of age, about the world of work. On the elementary school level, occupational orientation is a comprehensive program informing children in an organized manner about this world of work.

In today's academic structure, children are introduced to the world of work at varying levels of education. The grade level at which students receive their indoctrination is too often determined by their choice of scholastic program and may be haphazard in organization and nature. Formal introduction usually takes place in the junior high school in the study of the practical arts subjects, i.e., industrial arts, home economics, business. The study at this level is general in nature and does not prepare an individual for gainful employment upon termination of this study. At the senior high level, the world of work is further explored through practical arts and vocational education subjects. By definition, the practical arts subjects are a part of general education and consequently do not prepare an individual for immediate employment. Vocational education has traditionally prepared individuals for employment in specific trade-oriented occupations.

The 1968 Amendments focus on the need for change in the total vocational and practical arts education program and have specific implications for elementary school curricula. Historically, vocational education has concerned itself with limited numbers of pupils interested in specific or job-oriented areas of study. While the need for this kind of education was strong at the beginning of this century, the economy has greatly changed and the things people do in the economy have also changed. "Relevancy" is currently a common word, and the 1968 Amendments strongly suggest that existing vocational and practical arts education programs are not relevant to the needs of many pupils in the schools today.

There seems to be some disagreement among educators and noneducators as to the nature of occupational orientation on the elementary school level. Some feel that such education should be part of general education. Perhaps too much time has been spent on semantics at the expense of children and program development. The United States Department of Health, Education and Welfare in a 1960 publication defined vocational education as education whose "controlling purpose . . . is to fit persons for useful employment." Vocational education is education which "does not take the place of general . . . education: It supplements and enhances (general education) for students who want training for a chosen occupation."¹

¹United States Department of Health, Education and Welfare, *Public Vocational Education Programs* (Washington, United States Government Printing Office, 1960), p. 1.

In essence, vocational and general education supplement each other and cannot exist independently. Whether occupational orientation is a part of vocational or general education is an academic question important only to those interested in a semantic exercise. The purpose of specific educational programs is determined only by the user of the program; consequently, a technical drafting program can be nonvocational to the student who is interested in this subject for avocational purposes.

The world of work is a complex world. Since an individual will be required in his lifetime to make a choice regarding his place in this world, there seems to be much support for introducing people to the world of work at the earliest possible age. The Vocational Education Amendments of 1968 are providing elementary school educators with an opportunity never before available. Until the Vocational Education Act of 1963, monies for educating children for the world of work were greatly restricted. Such things as age qualifications, program specifications and limitations, and vocational teacher certification excluded the support of elementary school programs. The point may be raised at this time that Federal monies, or the lack of them, should not be singled out as the overwhelming factor in the lack of occupational orientation programs. While much has been written about the importance of local school autonomy, one has only to look at his neighborhood school to realize that the method of financing school programs is proving to be greatly inadequate. While we can give much lip service to developing programs with local resources, the fact remains that without financial resources sufficient to free people to concentrate on curriculum development as a full-time job, to identify and hire specialists for specific tasks, and to develop, test and modify the supporting hardware and software, we are still bound to programs with only superficial modification.

But the world of work has undergone more than a superficial modification. Where once elementary school children could learn about the world of work by watching the village craftsman, the village craftsman no longer practices as openly as he once did and in many instances does not even exist. Where management and production practices affecting material goods and services were once relatively simple, these practices are now complex and involve the understanding of more than mechanical operations. Slowly but steadily, the world of work and the access children have to it have become more distant.

The 1968 Amendments may be looked upon as a bridge, the bridge which will enable educators to eliminate the gap between the world of work and young people. For elementary school educators, the 1968 Amendments provide the opportunity to develop programs which will cut across disciplines, programs which will utilize instructional materials and human resources as they have never before been utilized. To understand the possible nature of these programs one should look at two things, the characteristics of children and the technology available to interest and work with these children.

Children are an enthusiastic lot, uninhibited as they will ever be during their lifetime and eager to explore and learn about the world in which they live. At this time of life, play is learning and learning

can be play. If one doubts the latter, he simply has to casually browse through the toy department of any store and he will find items which not only entertain but which realistically inform children about much of the world in which they live, a world which is made up of people who work. Businessmen have devoted millions of dollars and man-hours of work to satisfy the wants of children and are increasingly focusing on the world of work for ideas and hardware. Educators have tried to do the same thing but have found that implementing programs based on such an approach is expensive by educational standards.

The 1968 Amendments will provide elementary educators with the opportunity to develop entire new programs focusing on occupational orientation. For years practical arts and vocational education teachers have been thinking of working closely with teachers in math, science, English and other subjects but have not had the financial backing to provide personnel the time needed to materialize such ideas. The 1968 Amendments appear to provide the financial backing necessary to devote personnel time to elementary school curriculum development.

While all the implications of the 1968 Amendments are not yet clear, there is much evidence that elementary educators will have the opportunity to develop occupationally-oriented programs limited only by the imagination and technological advancement of their times.

HEALTH OCCUPATIONS

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The Health Occupations field is not only the most recently identified area in the broad field of vocational and practical arts education, but is, by far, the most rapidly growing and dynamic. Additionally, the rate of change, both in technological advances and functional relationships among personnel result in a degree of complexity and challenge that is probably unprecedented in our society and its educational programs and structure. Health Occupations and health care for the nation's citizens have emerged as ever greater concerns only in the last decade. With the exception of crash programs during times of war, individuals have sought health and medical care or services only in time of sickness. Health care personnel have in the past followed an essentially apprenticeship type of preparation provided by service-oriented individuals. Under such circumstances, the students in training were expected to repay the cost of training through extended periods of service at very low wages. All additional costs of educating health personnel were included in the patients' costs. A relatively few, well-identified occupations such as medicine, dentistry and nursing served to meet most of the needs of all. Each practitioner was a generalist who performed a wide range of activities.

Today, Health Occupations is a generic title used to include a wide range of occupations and specialties which have a direct role in providing preventative and curative services in the mental, physical and environmental health areas. Included within this generic title are all levels of occupations from the most briefly prepared aide to the highly specialized medical scientist. Across the field are included the direct patient care personnel such as physicians, nurses, physical therapists, etc., environmental technicians, biomedical-electronic specialists functioning in the operating room and in other specialties, dietition and food services in hospitals and other institutions, personnel in the public health centers in the ghetto, speech pathologists and many others. Health Occupations is sometimes equated to the personnel serving the "health industry."

In 1968, the United States spent \$53 billion, in total, for health care and services. By 1969 the expenditure was close to \$60 billion. Senator Ribicoff inserted into the September 16, 1969 Congressional Record information to indicate that the Federal government alone spent

\$18.3 billion for Federal health expenditures in the past fiscal year. This was carried out through 23 separate departments and agencies. The Veteran's Administration alone provides 100,000 beds in 165 hospitals. In one way or another, at least 10 million Americans are obtaining their medical care through the Federal government. At the present estimated rate of growth, by 1975 we will be spending 10% of our Gross National Product in the health care area. In addition to the direct costs, are costs for educating approximately 1/4 million students presently enrolled in health training programs throughout the nation.

Current Trends and Developments

The "health industry," and this is a term used by many of our officials in the field, is considered to be the second largest industry in the United States. It employs over 3.5 million people directly in health care activities. If all support personnel are included, those in the maintenance areas of health institutions, food service activities, direct manufacturing and drugs for the industry, etc., over 5.5 million people are employed. By comparison, this is approximately the same number as employed in all of production agriculture. If all the manpower were presently employed that is estimated to be needed to provide full health care for all citizens, at least another 20 to 25% would be added. The number of personnel has more than doubled and expenditures have been increased over five-fold in less than twenty years.

In 1966, William H. Stewart, then Surgeon-General of the United States, estimated the need for at least 10,000 newly prepared health workers each month for the next ten years. This would total nearly 1.5 million additional employees. In the time since he made this statement, we have lost significant ground rather than closed the gap. In addition, the emergence of additional needed services has increased the need for personnel at all levels. In July of 1969, President Nixon had prepared a "Report on the Health of the Nation's Health Care System." This report was prepared as a blueprint for his top priority goals. Journals and newspapers of all types are highlighting the "crisis" in our health care system. Many have referred to our traditional system as a "cottage industry" approach, the individual patient attempting to seek services from an individual practitioner. Currently, most persons are concerned with not only the numbers of practitioners but a complete reorganization of the health care delivery system. By this they mean an organized process and system where all people, regardless of location or resources, can gain access to services on a regular basis.

Technological advances have been most rapid since World War II and increasingly so in more recent years. Heart surgery and transplants, intensive care and electronic monitoring systems, preventative and therapeutic health services as well as drugs and drug therapy developments are well known. Each development requires new personnel with highly specialized techniques and roles. At present it is not unusual for there to be a larger number of technicians responsible for the supporting and monitoring equipment in the surgical area than actual physicians and nurses directly involved in the procedures. To meet these needs, services have concentrated more and more in highly complex treatment

centers. Concurrently, each professional person requires additional numbers and types of supporting specialists to carry out his duties.

Social changes and the expectancies of an affluent society have also contributed major influences to the changing nature of the Health Occupations and health services. Our extended life span has provided a large number of people who need health and medical services on a regular basis. Social Security and other Federal legislation has tended to subsidize health care for special groups of our population and brought medical and health services into the realm of availability. Included in this category are Medicare and Medicaid. In the past and at the present, many hundreds of people were simply denied adequate services to prevent unnecessary suffering and premature death.

The rapid growth of medical and health insurance through employer-employee plans and individual subscription has not only made services available to greater numbers of people but has also given them the basis for expecting services to be available when desired or needed. Basic changes in the attitude of the general public have created an awareness of the need for and desirability of preventative health measures. Projects of the national associations in the areas of heart, cancer, tuberculosis and so forth, as well as the commercial television programs dealing with "doctors" and "nurses" have contributed to this awareness. As a result of these and many other activities, our nation's leaders as well as the average citizen believes that adequate, easily available and quality health services are a right of each individual. To meet this need and gain accessibility to this right, major changes in the health services and the prerequisite preparation of personnel for this field must be accomplished.

Health Occupations Categories and Specialties

In the early 1900's, physicians and dentists constituted over 97% of the approximately 1/2 million health workers in the United States. By 1966, these two groups comprised only about 16% of the 2 1/2 million direct health care workers. The other 84% were in the supporting categories. Over 400 independent occupational titles have been identified in the health area. A great majority of the workers are in approximately 200 of these occupations. In 1967, the major categories of health service workers were employed in the following areas:

- | | |
|----------|--|
| MEDICAL: | Approximately 330,000 physicians and over 170,000 other independent practitioners supported by over 500,000 allied medical workers. |
| DENTAL: | Approximately 101,000 dentists with approximately 145,000 dental auxiliaries. (It had been estimated that each practicing dentist needs to be supported by two dental hygienists, two chairside dental assistants, an office dental assistant, and the support services of a dental technician.) |

- NURSING: Approximately 680,000 Registered Nurses, 260,000
 Licensed Practical Nurses, and approximately
 300,000 to 1 million aides, orderlies and attendants.
- OTHER: Approximately 425,000 environmental, public health,
 and other supportive health workers.

The *Health Careers Guidebook*, published by the U.S. Department of Labor and available through the Superintendent of Documents, gives a brief description of a wide range of specialty fields and requirements for entering those specialties. The National Health Council, the American Hospital Association, American Medical Association and others provide materials that can be most beneficial in better understanding the needs and requirements for the specialties and as a source for guidance and other information. See list following this article.

One of the major concerns of persons in the Health Occupations is the rapid proliferation and additional splintering of specialties both in job title and in preparation programs. Another major problem in the health field is the lack of uniformity in title and duties performed. Each of the major specialties has developed somewhat independently. The American Association of Junior Colleges has a current project to develop a directory of programs and attempt the development of suggested common definitions and titles to attempt uniformity in the field. An advisory committee of the American Medical Association presently recognizes over a dozen different kinds of aides, 15 kinds of technicians, 7 technologists, and 7 therapists as well as many other titles not easily classified under any of the preceding categories. They have a tentative listing of over 65 different allied medical occupations and, of course, there are equivalent numbers in the dental and other areas. Particular concern has been directed toward attempts to develop "core" type of classes where several programs are operated in a single institution.

Table 1, from a paper by Rober Kinsinger, shows the additional levels of personnel in the nursing fields:

TABLE 1. Increase in Levels of Nursing Support Personnel

ca. 1940	ca. 1969
Patient	Patient
↓	↓
Nurse	Nurse Aide
↓	↓
Physician	Practical Nurse
	↓
	Nurse Technician
	↓
	Professional Nurse
	↓
	Physician

Table 2, also from Kinsinger, illustrates the changing nature of the traditional functions and role of the registered nurse. An

illustration of the shift in duties and responsibilities can be illustrated by a comparison of the functions performed in the past by the registered nurse, in the left column, and the specialists that now carry out each of these functions. The RN's role is now one of more broad responsibility for planning and coordination in the performance of specialty activities. Equivalent changes have taken place in many other roles, including the physician and dentist. As the specialties become more complex, equipment, procedures and supporting, technical health personnel are required.

TABLE 2. Shift in Patient Care Duties

Traditional RN Function	Allied Health Worker Now Also Providing the Service
Diet Therapy	Dietician
Social Service	Medical Social Service
Central Supply Service	Central Supply Technician
Rehabilitation Therapy	Physical and Occupational Therapist
Medical Records	Medical Record Librarian
Scrub and Circulating Nurse	Operating Room Technician
Bedside Nursing	Practical Nurse, Nurse Aide, Orderly
Administration of Oxygen	Inhalation Therapist
Recreation Therapy	Recreation Therapist, Volunteers (such as Candy Strippers, Gray Ladies, etc.)
Monitoring Devices	Biomedical Engineering Technician
Emergency Service	Medical Emergency Technician
Employment Interviews	Personnel Director
Administration	Ward Clerk

Roles and Relationships in the Health Occupations

There are several aspects of the Health Occupations field which introduce factors and relationships that are relatively different than in most other occupational areas. All specialty areas have personnel ranging from aides prepared in relatively short-term programs, usually on the job, through the higher level of independent practitioners such as physicians and dentists and research scientists. Several committees and groups are presently working on an attempt to develop more standardized and acceptable terminology. Table 3 outlines example levels and the most usual type of preparation. The titles in this table are only somewhat accepted and would not be used consistently in the literature of the field or by all groups. An example of one of the complications may be taken from the field of registered nursing; at present, registered nurses may be prepared in a two-year associate degree program or a three-year baccalaureate program. Regardless of the program followed, all graduates of each of these programs will take exactly the same licensure exam for becoming a registered nurse in any one state. In most states all are also legally defined as professional nurses.

In practically all situations, the preparatory programs for persons working in the health field must have a working relationship between the

educational institution and a clinical health service affiliate. The American Hospital Association has developed a policy statement to guide the nature of the relationship between the hospital and the outside educational institution. This is an essential part of any training agreement for the protection of the individual patients and the clinical institution.

TABLE 3. Levels and Preparation of Health Personnel

Occupation or Profession	Usual Place of Preparation	Length of Program
Aides	On-the-job in hospitals and other health care facilities Secondary schools Private schools Adult and volunteer	From 4 weeks to less than one year
Assistants	Health care facility Technical institute Community college Private schools Special government program	Approximately 1 year
Technicians	Hospitals and other health care facilities Community colleges and technical institutes University affiliated medical centers Private schools	Approximately 2 years, or more
Technologist, Therapists, etc. (Often known as allied health professionals.)	Colleges and universities	Generally a B.S. degree and possibly a M.S.
Physicians and Dentists	Colleges and universities Medical and dental schools	Post-graduate program with specialty internships
Scientist (usually research)	Universities	Post-graduate, usually at the doctoral level

Licensure, certification, registry, and accreditation are more complex in the health area than in most other areas. Accreditation is a term applicable to educational institutions and clinical affiliate, health care facilities. Usually this is granted by a regional or professional body. In many cases the institution must be on an approved list before an institution can become involved in an approved training

program. Licensure applies controls, or standards, to both the preparing institution and to the individual. Generally, the appropriate licensure agency in a state must approve a program (including its curriculum, staff, and facilities) before the graduates of that program can sit for the licensure examination. A license to practice may then be awarded to the individual. In many cases a professional organization, such as the American Medical Association or the American Association of Medical Record Librarians, also accredits a program so that the graduates of the school and program are eligible to apply for examination and certification by the professional association. Such associations may also maintain a registry of certified people. The associations certify to the minimum standards of competency both in preparation and generally through further examination of individuals. It is possible that a single specialty program would need approval by as many as ten separate groups before the graduates of that program would be fully eligible for all licensure and certification by the existing agencies and groups.

One of the major difficulties created and supported, in part, by the accreditation procedures is the lack of vertical occupational mobility in the health field. In the majority of specialties, it is necessary for the individual to start at the beginning of each program and complete the full program. For example, a person who has had a short-term preparation as an aide cannot gain any credit for the aide training when entering the program leading to the assistant level. A similar situation exists when an assistant or technician has completed a program and would like to move to the therapist or technologist level. Generally speaking, there is no credit given for prior training or experience on entering the next higher level program. At present there is much concern and efforts are being expended, including some experimental programs, to help facilitate the "career ladder" approach whereby a person may receive credit based on demonstrated competencies when entering a next higher level program.

Under the present circumstances it is particularly important that a student be encouraged to prepare for the highest level in a specialty field consistent with their abilities and interests. Otherwise, they might find themselves in a relatively dead-end situation and unable to advance to the next level without starting at the beginning of the higher level program.

Personnel Resources

Since most health occupation programs involve a specialty field the only source of teachers and leaders in the field is from the body of presently prepared practitioners. Licensure and experience in the field is a typical faculty requirement for educational programs in the Health Occupations. Consequently, there is a tremendous need for teacher education to be provided to the health specialist who is entering duties as an educator in the field. These services must be provided on both a pre-service and in-service basis. An organized program with an extensive in-service component to meet the immediate needs while developing the more long-range and organized teacher education program is essential.

The concept of differential staffing, whereby instructors in the program would have different levels of preparation, is now only being given consideration in this field as it is in the public school. Traditionally, all instructional personnel were required to have the highest level of preparation. The use of instructional media and devices probably holds a greater potential in the health field than in most other areas. When students are dealing directly with patients, you simply cannot continue all of the necessary, or desirable, situations.

Vocational Education and the Health Occupations

Historically, funds through the Federal-State vocational education legislation were provided for the pre-service and in-service preparation of Health Occupations workers as a part of the Trade and Industrial services. During the 1940's, several states used a part of the Trade and Industrial funds for supporting nurse aide and practical nursing programs. Public Law 911 of 1956, The Health Occupations Amendment, added Title II to the George-Barden Act. This title provided 5 million dollars annually for use in the preparation of workers at less than the baccalaureate level, in the health field. Each state was required to employ a registered nurse on their staff as a part of the Trade and Industrial education services to supervise the Health Occupations program. By far the most common and rapidly implemented program was that for practical nurses. This was a program, usually 12 months in length, leading to licensure in the appropriate state. By 1969, over 1100 such programs were in operation. Most were supported through vocational funds. Following passage of the Vocational Education Amendments of 1963, many states have created a separate service for the Health Occupations.

Since most states require that persons be 18 years of age for entering an approved practical nursing program leading to licensure, programs have been offered primarily at the post-high-school level. However, many are under the administrative jurisdiction of secondary school districts, area schools or technical institutes. With the emergence of the community college, many have been transferred to that institution. Today, over 50% of all students entering practical nursing programs are recent high school graduates. The Amendments of 1963 and 1968 have helped to stimulate support for the associate degree in nursing, a registered nurse program, clinical laboratory assistants and many other areas. The majority are emerging as a part of post-high-school program. Many, however, are of less than one year or approximately one year in duration. Many are offered as a part of the adult education program. They offer particular benefits to women who desire to enter or re-enter the labor force, regardless of age.

The provisions of the Vocational Amendments of 1968 hold great potential for the Health Occupations area, both at the secondary and post-secondary levels. The secondary schools can carry out three major functions in this field. They can provide: (1) occupational information and guidance, (2) occupation exploration and try-out experiences, and (3) initial preparation for entry level positions. In addition to

being a part of the regular secondary program for the prior functions, the adult education program can offer a wide range of both pre-service and in-service programs for health workers. Although occupational information and vocational guidance activities should be initiated in the elementary years, particular attention to the wide range of opportunities in all areas, including the Health Occupations, needs to be undertaken at the junior high school level. Educational opportunity exists only when the student is aware of opportunities, and secondly when the programs he would like to enter are *actually available* to him.

The second stage, or function, at the secondary level should include actual try-out type of experiences. Use of various media and resources, visiting speakers and actual rotation through a number of types of potential employment or training situations in the field would be appropriate at this stage.

At the third level, both co-op programs and short-term intensive activities are appropriate. Due to the general requirements of the field, preparation could only be made for the lower level entry occupations. These could, however, be the basis for further choice and post-high-school preparation. Articulation and information relative to post-high-school opportunities of the short-term through baccalaureate and graduate levels need to be made known. Working agreements with cooperating agencies participating in the exploration and preparation activities must be developed for the protection of all concerned. The health and home-and-family activities of the home economics program are often quite closely related and can be utilized to the advantage of both objectives. Both boys and girls should be included in the programs. Possible occupational areas include the supportive areas to nursing, the records area (including ward clerk), office procedures, food services, housekeeping, many of the therapy situations such as occupational or physical therapy and institutional care locations. Texas and Utah are in the process of developing extensive programs in these areas at the secondary level.

Cooperation and Planning

There is emerging a widespread recognition and concern that greater efforts must be expended and results obtained through coordination, cooperation, and joint planning. Such activities must be undertaken not only among the health specialty fields and their associations, but across the various levels of educational institutions. Additionally, plans for developing and providing health services must be developed on a local, regional, state, and multistate basis. Traditionally, each institution, agency or group has operated in an essentially independent fashion. Very often the independence has resulted from the different categories of funds or occupational identity.

Planning must involve both the interests of persons to be served as well as the persons providing the services. The procedures and quasi-systems utilized in the past are simply not adequate for meeting the needs of the present. More efficient and effective means must be found for both developing the resources in the health area and for delivery of these resources to those needing services. Several new Federal programs

are requiring such planning to take place prior to providing funds. Fifty-four Regional Medical Programs have been established and each state or area must have a comprehensive health planning group in operation. In addition, required cooperative planning is being imposed through the new vocational legislation and present legislation being developed within the Federal Congress. However, legislation cannot create cooperation. Genuine concern and initiative of the individuals and groups at all levels must be exerted to meet the rapidly increasing crisis in the health care area.

The following sources and references may be of assistance in providing further information and materials:

American Association of Junior Colleges
1315 - 16th Street, N.W.
Washington, D.C. 20036

The AAJC has developed, and is developing additional bulletins concerned with the Health Occupations. One that is presently available is *A Guide for Health Technology Program Planning*, 1967.

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

The ADA has information available concerning the dental and dental related fields.

American Hospital Association
Bureau of Paramedical Education
840 North Lake Shore Drive
Chicago, Illinois 60611

The AHA and their affiliates have developed and have available a number of bulletins and guidance-type of materials. A list of available materials will be sent upon request.

American Medical Association
Department of Allied Medical Professions and Services
535 North Dearborn Street
Chicago, Illinois 60610

The AMA is concerned with the medical and medical related fields and can provide a variety of kinds of materials. One handbook now available describing health career opportunities is *Horizons Unlimited*, free of charge.

National Health Council
1740 Broadway
New York, New York 10019

The NHC is a council of health and related associations. They have a number of materials of their own or can provide a referral to information and sources in the various specialties.

Kinsinger, Robert E., "Personnel Resources Development for Health Occupations Education," in *National Conference for Health Occupations Education: Final Report*, by Robert M. Tomlinson, *et al.*, Department of Vocational and Technical Education, University of Illinois, Urbana-Champaign, Illinois, 1970 (\$1.75).

This report contains position papers, reports of discussions and recommendations for developing and operating health occupations programs.

National Advisory Commission on Health Manpower Reports, available from Superintendent of Documents, Washington, D.C. 20402, Volume I, November, 1967, \$.45, Volume II, November, 1967, \$2.25.

These volumes contain a comprehensive review of the health field and projections of needs and trends.

U.S. Department of Labor, *Health Careers Guidebook*, Superintendent of Documents, Washington, D.C. 20402, \$1.50.

This reference gives brief descriptions of many types and also specific Health Occupations. Requirements for entry and type of preparation for each is reviewed. A very good resource. A revised edition is being prepared.

U.S. Office of Education
Bureau of Vocational and Technical Education
Department of Health, Education and Welfare
Washington, D.C.

Some materials and referral services are available through this office. An operational handbook for the Health Occupations is being developed for the above office by the Department of Vocational and Technical Education, University of Illinois, Urbana-Champaign. It should be available, free of charge, during the summer of 1970.

ON INDUSTRIAL ARTS AND VOCATIONAL EDUCATION,

being some cogent observations on strengthening the
partnership between them through the Vocational
Education Amendments of 1968

Grant Venn

Associate U.S. Commissioner
for Adult, Vocational and Library Programs
U.S. Office of Education
Washington, D.C.

The Vocational Education Amendments of 1968, the basis of our Federal vocational education program, provide new challenges to vocational educators as well as the motive-force for greater cooperation with industrial arts educators. Grants to the states for basic vocational education programs and research and training are authorized at \$565 million for fiscal year 1970 and \$675 million each for fiscal years 1971 and 1972. The new Act makes vocational education available to more people, provides for better adjustment to the expanding demands of modern technology, encourages innovative methods, experimentation and research, and stresses post-secondary education and programs for the handicapped and disadvantaged. The new Act emphasizes the transition of students from school to work, their orientation to the world of work, and vocational guidance and counseling. The Vocational Education Amendments broaden the meaning of vocational education since they do not limit vocational education to any one subject matter area. From the standpoint of the Congress, vocational education has been broadened to include the following: (1) "related academic and technical instruction incident" to occupational education," (2) "instruction necessary for students to benefit from [occupational] training," (3) "vocational or technical training or retraining which is given . . . to prepare individuals for enrollment in advanced technical education programs," and (4) vocational guidance and counseling which facilitate occupational choices.

This enlarged meaning of vocational education should provide the basis for even greater cooperation and coordination with industrial arts educators than in the past.

And I cannot overemphasize the importance of this cooperation.

The Contribution of Industrial Arts to Occupational Training

Industrial arts is the only public education program which has accepted the responsibility for teaching the basic concepts of industry

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and technology to all students. Industrial arts is intended to help all students understand and appreciate the technological and practical aspects of a mechanized and industrialized society. From the point of view of vocational educators, industrial arts should provide the broad panorama of occupations and the exploratory experiences which enable the student to make a wise career choice. It can help the student gain some practical familiarity with different areas of possible future work to help him discover his vocational interest and aptitude. Industrial arts can serve to orient students to the different types of work performed in our industrial society, provide an overview of what jobs are available, what the requirements for entering these various occupations are, what preparations are needed, what skills and aptitudes a potential worker must possess. Industrial arts can help the student make wise occupational choices as well as provide certain fundamental skills useful in many vocational programs. Most of all, industrial arts should give the student a basis for choices in his educational planning for high school graduation. Occupational goals and career plans should develop from the industrial arts programs.

Industrial arts programs teach the student basic skills useful in many vocational programs and occupations; they provide experience in handling tools and materials, familiarity with skills, understanding of the processes related to the major areas of work, and safety consciousness. These fundamental skills and attitudes will accelerate progress in vocational subjects by the student. Industrial arts programs are, therefore, both prevocational in that they teach some of the basic skills needed in vocational programs and orientational in that they present a general survey of the world of work to the student as well as of the education necessary to enter a career field.

Students can benefit from vocational education only if it prepares them for a field which engages their interest and native capabilities. Students generally do not know what vocational field they should enter without first trying various fields. Industrial arts is of paramount importance because it can give the student the opportunity to try his hand at various skills, to learn first-hand and through practical experience what the different occupations are all about. After his skills and aptitudes have been discovered in industrial arts classes, and after he has made up his mind about what he really wants to do, the student can receive specialized in-depth training in his occupational choice through vocational education. Thus, industrial arts and vocational education complement each other. The one provides the broad overview; the other, the specialized, in-depth training in one particular field of choice. Insofar as industrial arts provides orientation for jobs requiring less than a bachelor's degree or fundamental skill development for these jobs, the purposes of industrial arts and vocational education are the same. Industrial arts is thus a basis for vocational education, because it guides the student to his career choice. Vocational education can build on this foundational knowledge with specific job preparation.

The partnership between industrial arts and vocational education consists then in the fact that one provides a general orientation to the world of work and the other specialized occupational training.

The Importance of Job Orientation

Job orientation is becoming increasingly important because new occupations are multiplying and increasing in complexity. Without job orientation, many students will not even realize the need for job preparation. Even with this realization, a student left to his own devices cannot make a sound vocational choice today because of the complexity of the modern world of work. If he makes a false initial choice, much of his vocational education may be wasted, or, worse, he may find himself in a job for which he is unsuited. Job orientation through industrial arts can prevent the student from going into a dead-end job or requiring wasteful retraining.

Vocational education is unable to reach many students who left school before they could take vocational education. I believe most of these students would not have dropped out if they had made a career choice. I believe that students who are interested in specific occupations will not jeopardize their future by leaving school unprepared. Vocational education reaches the scene too late to provide this motivation for many students. I am convinced that industrial arts, which orients the student to the world of work, can provide that initial motivation that will see the student through to his occupational goal as well as keep him in school.

Industrial arts can provide that wide background which will enable the student to make a wise career choice. Since proper job orientation is so crucial to vocational education, to the student and to the economy, a close cooperation between industrial arts and vocational education is essential.

Strengthening the Partnership of Industrial Arts and Vocational Education

A recent California study¹ indicates the reasons why the partnership between industrial arts and vocational education is so important and how it could be strengthened:

Industrial arts courses are designed to provide a general orientation to industry rather than to develop a high level of competence in specific skills. As such, industrial arts may serve as general education for some students and as prevocational education for others. Therefore, there is a close relationship between industrial arts and vocational trade and technical education and close articulation should exist at all levels.²

¹A *Study of the Relationship of Industrial Arts Education to Vocational Trade-Technical Education in California*, by Irvin Lathrop and Wilbur Farr, California State College at Long Beach in cooperation with California State Department of Education-Bureau of Industrial Education, 1968, 44 pp.

²*Ibid.*, p. 35.

Care must be taken in the establishment of high school industrial occupations program. A good program in industrial arts should be provided for all students and should also be a required base for developing the industrial occupations curriculum.

There has been general agreement by teachers, supervisors and consultants that a good industrial occupations program should be preceded by a good industrial arts program.

The industrial arts program should provide occupational information and guidance for the individual. It should also provide the students with a minimum content in technical aspects for each area. The industrial occupations program can then be built upon this background. This would allow the occupations program the opportunity to provide greater depth because there would be a basic core of knowledge which the student would already possess.³

To orient students to the actual world of work, the industrial arts program must not be too narrow in scope. The California study mentions that the State's present industrial arts program has this fault and that there is too much concentration on the traditional areas of drafting, wood and metal work.

To improve the overall program, more instructional content should be included in areas such as graphic arts, electricity/electronics, power mechanics/transportation, industrial plastics and materials, and photography.⁴

Since there is now an increased emphasis on career guidance and occupational information at all levels of public education it is important that industrial teachers have more background in this area. [The California study recommends] greater emphasis on course work in career guidance and occupational information [for industrial arts teacher candidates] at the state college level.⁵

The California study also suggests greater emphasis on experimental and pilot programs at all levels. It recommends

that a curriculum study be initiated as to the best methods to teach an understanding of industry in the industrial arts program at all levels, elementary, junior high school and senior high school. This should include new techniques of teaching and new technologies.⁶

³*Ibid.*, pp. 40 and 41.

⁴*Ibid.*, p. 36.

⁵*Ibid.*, p. 42.

⁶*Ibid.*, p. 44.

Area conferences should be held throughout the state with both industrial arts teachers and vocational trade and technical education teachers so that an understanding of each other's functions and purposes can be clarified.⁷

There is no question that industrial arts can serve a valuable purpose in orienting students to vocational education and the world of work. But this is only possible if industrial arts subjects are not presented in a vacuum, if each subject is related to its occupational field. The most valuable industrial arts program from the vocational educator's point of view is the one which introduces the student to as many different occupations as possible, which permits him some practical experience in each, and which makes clear to the student the requirements he must meet in order to hold each particular job, the benefits of each job, the prevalence of the job, and how to go about training for it. I feel that industrial arts educators can serve an especially important function if they assist in directing students to later vocational education. The overemphasis on preparation for college, I feel, does not always benefit the majority of students. Only 20 percent of our young people complete college and earn a baccalaureate degree. Yet our secondary schools attempt to prepare most of our students for college. The great number of college dropouts are unprepared for work. They have tried for a professional goal--in many cases had it foisted upon them--and they then consider themselves failures. Furthermore, they are unequipped to take their place properly in the world of work and make the most of their potentials. Wouldn't it be better if these students had entered vocational programs? They would be without the stigma of failure, and they would have well-paying, rewarding occupations. If they desired, they could continue their vocational study to greater depth in a 2-year community college. The indiscriminate orienting of the majority of students to college, as is now the case in all too many high schools, benefits neither the students, the nation nor the colleges.

To meet today's manpower requirements and to help everyone become a contributor to society, occupational orientation and guidance programs must be installed in our school systems, beginning at the elementary and junior high school level. To offset the dropout rate, students must be made acquainted with the wide variety of jobs that employers have to offer, with the skills needed for each occupation, and the compensations that training and a job offer. There is need for a bridge from junior high to high school vocational programs so that young people at 12, 13 and 14 years of age will benefit by efforts to motivate them to think about work and the relationship of education to a work role.

Industrial arts is in a perfect position to provide this occupational orientation and guidance which will offset the dropout rate and bridge the gap between general and vocational programs.

How the Vocational Amendments might help industrial arts educators carry out some of these tasks is the next question we must consider.

⁷*Ibid.*, p. 39.

Utilizing the Broadened Provisions of the Vocational Amendments

As an educator I would like to see the job-orientation aspect of industrial arts strengthened. A beginning might be made through the Exemplary Programs and Projects provisions of the Vocational Education Amendments of 1968. I also see the possibility of support for that portion of industrial arts which serves the same purpose as vocational education through curriculum development, the acquisition of job-oriented teaching materials, and teacher training in the area of job orientation.

Innovative programs that serve to orient students to the world of work could be funded under the Exemplary Programs and Projects part of the Act, for which \$57½ million has been authorized for fiscal year 1970 and \$75 million for each of the following years. Under this provision,

grants or contracts . . . may be made . . . to pay all or part of the cost of

(1) planning and developing exemplary programs or projects . . . or

(2) establishing, operating, or evaluating exemplary programs or projects . . . to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic or other handicaps, which programs or projects may, among others, include

(A) those designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.⁸

Such pilot programs in various parts of the country might study how industrial arts can most effectively orient students to the world of work; these projects could strengthen the existing partnership, explore new ways of cooperation, and lay the foundation for future cooperative programs on possibly a larger financial scale. In order to accomplish these objectives most effectively from the point of view of both vocational education and industrial arts, these exploratory projects could be conducted under the direction of a committee equally representative of the two fields. This would assure that the interests of both groups be maintained, and the results, if favorable, disseminated throughout the profession. Such pilot programs might well be conducted in conjunction with teacher training institutes, so that any favorable results could be quickly assimilated by the teaching profession.

The development of occupational curriculum materials for industrial arts might be supported under the Curriculum Development provision of the Act.

⁸*Public Law 90-576* (Vocational Education Amendments of 1968), 90th Congress, HR 18366, October 16, 1968. U.S. Government Printing Office, Washington, D.C., p. 18.

There are authorized . . . \$10,000,000 for the fiscal year ending June 30, 1970 . . . to make grants to or contracts with colleges or universities and other public or nonprofit private agencies and institutions, or contracts with public or private agencies, organizations, or institutions

(A) to promote the development and dissemination of vocational education curriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields;

(B) to develop standards for curriculum development in all occupational fields;

(C) to coordinate efforts of the States in the preparation of curriculum materials and prepare current lists of curriculum materials available in all occupational fields;

(D) to survey curriculum materials produced by other agencies of Government, including the Department of Defense;

(E) to evaluate vocational-technical education curriculum materials and their uses; and

(F) to train personnel in curriculum development.⁹

Preserving Integrity

It is clear that industrial arts can be invaluable to the student as a means of orienting him to the world of work. I greatly urge much greater expansion of this task by industrial arts educators. At the same time, I would not like to see industrial arts lose sight of its other varied and important objectives. Besides orienting students to the world of work, industrial arts educators serve the valuable function of nurturing creativity in each student: I believe it is essential to the full development of each individual that his creative capacities be stimulated. A single-minded emphasis on the world of work would produce one-sided individuals. On the other hand, the world of work cannot be neglected for the young. For no matter how much we draw out their creativity, they will not be happy adults if they are tied to a job they dislike.

While vocational education might provide funds for a portion of industrial arts which is job orienting, vocational education must respect the integrity of industrial arts.

⁹*Ibid.*, p. 27.

TRENDS AND DEVELOPMENTS IN EDUCATING YOUTH
FOR OFFICE OCCUPATIONS IN THE FUTURE

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Preparation for office occupations has changed and is changing. With the elimination of many routine clerical jobs through increased automation, the businessman is demanding upgrading of the office worker. With the advent of federal funds for office occupations, it is possible for an increasing number of schools to acquire more up-to-date equipment and have simulated or model office programs.

The student who does not choose to go to college and must join the working force must not be deprived of a marketable skill that can be derived from an office education class. With the prediction that the Gross National Product will double by the end of 1970, it is evident that there will be an increase in income, job opportunities, and a changing technological world. Most jobs will require a higher level of education for entry and for continued employment.

It is imperative that office workers possess a high level of judgment. They will need an understanding of the function of the office as an integral part of the complete business. The teacher must know what types of jobs are available and know what is going on in the modern

office. Teachers must be able to adjust easily and be able to identify problems and use sound thinking in their solutions.

The area of office education is faced with many new problems and challenges. According to present statistics 65 to 75 percent of the work population enter our labor force upon high school graduation. Thus, these people will need to be trained and retrained. A lot of this training will become the responsibility of the office education teacher in the high school and community college because our second largest working group in the United States is in the office occupational area.

Dr. Bruce I. Blackstone predicts that "Between 1966 and 1980 some 21 million new office-type jobs may be created with some 8.4 million available to teenagers."¹ There will be a big demand for stenographers, general clerks, typists (skilled and accurate) to take care of the flow of paper work in the medicare program, space program, communication field and the computer field, to name a few.

Technological Developments

The American Management Society reported that as of March 1, 1967, the average weekly clerical salary for the nation had risen 4.6 percent over the previous year's weekly average. Management then can either expand sales or increase efficiency to improve its profit picture. "Today, more than ever before, the high cost of labor and the ever present personnel shortage demands use of the latest mechanical equipment to hold down expense and increase production from available personnel . . . eliminating human hands and handwriting, reducing duplication of records, getting the work out faster at lower unit cost . . .,"² in other words, efficient office management is proposed by business administrators to cut costs and promote company growth. The day when an applicant could enter an office and say he was qualified because he could type so many words a minute is now practically obsolete. Business needs personnel oriented in complete office practices.

Computers have developed so rapidly that schools and the computer industry were not prepared to train people to do the things that needed to be done. As more software and operating system packages are developed, it is projected that keypunch operators and programmers will diminish. In the meantime, most industries have projected that the number of data processing jobs will more than double.

Many speculations can be made, however. Will automatic, fully remote controlled dictating machines eliminate the need for shorthand?

¹Bruce I. Blackstone, "State of the Union in Office Education," *FBE Bulletin* (March, 1968), p. 8.

²Business Equipment Manufacturers Association/bema, *New Techniques in Office Operations*, Elmhurst, Illinois: The Business Press, 1968, pp. 105-106.

Even should this develop, secretaries will continue to need competence in grammar, spelling, and form. Will copying machines be used exclusively to produce stencils for duplication, eliminating the typing of stencils?

Electronic calculators as well as computers have many implications for updating instruction in business arithmetic and in bookkeeping. Students will need comprehension of the mathematical concepts peculiar to computer operation. In addition to the mechanics of computing interest and depreciation, there will be reason to teach such knowledges as numeration systems other than the base-ten system and floating point arithmetic. How will the increased use of computer service companies change the role of the bookkeeper? Will the bookkeeper merely file output? Manufacturers have developed arithmetic machines which in effect are desk-top computers with the ability to store as well as compute. Electronic calculators are becoming more competitive in price. An overview of work flow and of accounting systems will be involved if the bookkeeper is to be capable of debugging his records.

There is a decided trend in industry to enter the educational field. There is a trend toward the merger of publishers with the manufacturers of business machines. This indicates that more and better teaching materials should be available.

Professional organizations offer help to the teacher who feels unprepared in certain areas. The Data Processing Management Association (DPMA), an international organization of management people and employers in the data processing field, offer through the high schools an extra-curricular course in data processing entitled the Future Data Processers Course. DPMA supplies the teachers, volunteers who are in the data processing field. The school supplies the classroom and selects the students.

Office machines are becoming increasingly more specialized, complicated, and expensive, indicating that teachers will need imagination and initiative in developing programs for sharing equipment with the community. At the same time an on-going type of community survey will be required to determine what equipment is being phased out and machines that have been added as well as the machines most commonly used in the locality.

Today, men in many parts of the world live at almost every level of cultural development, from primitive hunting-gathering groups to complex industrial civilizations. Yet this is almost certainly the last century in which such great diversity will exist. We can no longer escape the conclusion that advancing technology, increasing population, worldwide communications, dramatic increases in available energy, and the logic of economics, will force the development of a culture substantially held in common by all men.³

Our commitment to occupational education for all suggests that teachers

³Adapted from an address given by Joseph C. Wilson, Chairman and Chief Executive Officer of Xerox Corporation, *Xerox, 1967 Annual Report*.

will be reviewing their educational psychology. They will be forced to try out new ways of approaching and interacting with students to cope with the increasingly diverse make-up of students in the classroom. One publisher offers audio tapes on such subjects as "Imaginetics: New Horizons for Creative Thinkers," "Treating the Anti-Social Child," and "Race Prejudice."

Because of the present national emphasis on education and the increased funds that should soon become available, state and federal educational agencies should be publishing more and more material for the teacher. New methods of teaching and motivating the student are available; such products as *Freedom to Learn* by Charles Merrill and *Acquisition of Typewriting Skills* by Leonard J. West are only examples of the methods books available. It follows that libraries should have myriad publications of pertinent, useable information. As the scope and the responsibilities of the business education teacher grow, so grow the resources and materials for updating to meet the challenge of tomorrow.

The Role of the School

Along with the technological changes will be the philosophical changes in attitudes of the school in regard to values, course content, curricula, methods of learning, and effective use of more leisure time. All of this will require changes in the viewpoints of teachers, colleges and universities, high schools, legislatures, and the students.⁴

At the high school and community college level some of the major changes will be in programmed instruction, the content of the courses of study, the curricula itself (i.e., the subjects to be offered), and more effective guidance and counseling.

Programmed Instruction

Programmed instruction provides flexibility in meeting the needs and abilities of the students--that is to be able to present the material the student wants to learn, at the time he is ready to learn, on an individual basis. However, new as the concepts and techniques are, programmed learning is already showing signs of hardening into fixed, mechanical technology.⁵ This is partly due to inadequately prepared teachers and partly due to commercial pressure. The various tapes, texts, and other instructional materials assume that the learner has acquired the necessary information or skills when a certain lesson is completed, and do not take into consideration the processes by which the individual learns.

Many programmed instruction courses still assume that a certain topic may be studied only at a certain age and within a certain sequence

⁴Donald N. Michael, *The Next Generation*, New York, N.Y.: Random House, 1965, p. 84.

⁵*Ibid.*, p. 87.

of learning. They expect a student to accomplish only so much in a certain length of time, and only that amount that a sometimes questionable test of his ability says is possible. Programmed learning is not being used effectively to test theories of learning, how people think, or to show the teacher how to improve the processes by which she teaches. In some cases programmed learning is simply a substitute for an inadequate teacher rather than a teaching aid.

Within the next decade the well-educated and the poorly educated will be readily recognizable. The most effective means of education and training will have to be immediately enacted. Programmed learning seems to be a good teaching method in deprived or rural areas, where the teachers are overworked or not sufficiently trained in the subjects they must teach, and for students who are ill or isolated for other reasons. This is why it is important for teachers to study learning techniques, theories of the cognitive processes, motivation techniques, methods of effectively using programmed instruction and other teaching devices, as well as their own special subject matter.

The Curricula

The curricula of the schools will have to keep up with mechanization and technology as it develops. Technology has opened up whole new fields of careers and closed others. This does not apply only to jobs in factories and on assembly lines.

For example, in 1870 more than half of the workers in the United States were farmers. Today only one worker in twelve is a farmer, and this rate is still declining. Mechanization and scientific farming methods have made farming the industry that has been most affected by the technological changes in this country.⁶ Thus, while technology closed many jobs in farming, it opened many others in the manufacture of farm equipment, pesticides, fertilizers, seeds, and the necessary development and research facilities, besides the accompanying office work required to implement all these new careers and businesses.

More and more skilled jobs are becoming technical jobs. A technical worker can expect to change his specialty approximately six times during his working life. This presents the demand for training and retraining. The worker must be equipped with the educational background and flexibility of skills to be able to change his specialty as needed. The schools should be prepared to offer technological and skill subjects as they are demanded by current career opportunities. The greatest need for continual upgrading of courses of study and subjects offered in the high schools and community colleges is in vocational education.

⁶Juvenal L. Angel, *Students' Guide to Occupational Opportunities and Their Lifetime Earnings*, New York, N.Y.: World Trade Academy Press, 1967, p. 19.

Guidance and Counseling

Vocational guidance will receive more emphasis in the future. This guidance is needed badly for the underprivileged youth, and unfortunately it is this group for which it will be most difficult to provide guidance. These students are in schools that are overcrowded and understaffed, and are often in economically deprived areas.

The guidance personnel should be qualified in helping the student analyze and evaluate his own work potential and should be able to give him the information and help he needs to plan for his future according to the individual's talents and interests.

Guidance is especially important for technical and mechanical occupations because it is in this area that jobs are most affected by rapidly changing technology. Counselors need detailed information about occupational opportunities two to ten years in the future. At the present time there is little such information available. Counselors should also have current statistical knowledge regarding the reasons certain people fail or succeed in an occupation. Job requirements and working conditions will be changing so rapidly that different characteristics will be needed for the job that carries the same label, but is actually a different occupation.

The duties of the guidance counselor are many and varied, from helping the mentally retarded, the physically handicapped, the gifted, understanding the problems of minority groups to obtaining psychological services for those who need them. Hopefully, qualified guidance personnel will be so effective and learned about the needs of the students and society, and the opportunity trends in the labor market that they will have a strong influence on the planning of the school curriculum.

It is apparent that in the future guidance personnel will be aided by automated guidance systems. A vocational guidance system is being developed for Willowbrook High School in Villa Park, Illinois under a grant supported by the Research Coordinating Unit of the Illinois Board of Vocational Education and Rehabilitation. This project is scheduled for completion in 1971.

Like some other systems, the Willowbrook system uses computer technology mainly to make individualized vocational information more readily available to students and counselors. The system's computer serves as an automated library for vocational and student cumulative-record information. Students will have on-line access to the vocational information in the system. Counselors will have on-line access to the vocational and student information and will also receive off-line reports of student interaction with the computer.⁷

Doesn't this seem like a logical approach with some 1600 listed occupations at the present time?

⁷*Computer-Based Vocational Guidance Systems*, U.S. Department of Health, Education and Welfare, Office of Education (OE-25053), Washington, U.S. Government Printing Office, 1969, p. 158.

Training and Retraining for Careers

There is a steady decline in the demand for unskilled labor. In order to become productive members of society many individuals who have received no training or job education need to be trained. There are also those workers who need to improve their skills and learnings, and those who have been trained for an out-moded or obsolete job and need retraining. Education can improve the lot of those with the highest exposure to unemployment and the lowest incomes.

Before the individual decides on the training he would like to pursue, it is well to study the outlook for occupational change in the near future. The four greatest industry groups in the United States are manufacturing, retail and wholesale trade, government, and service industries in that order. All of these industries include operative jobs, machinists, technicians, engineers, stenographers, bookkeepers, salesmen, and supervisors.

The industry with the greatest growth, although not one of the greatest number of workers, is that of service. People are demanding ever increasing amounts of various services. Employment in the service industries is expected to increase to 11.9 million by 1975.⁸

The construction industry is also expected to have rapid growth in the seventies. This is due to rapid growth in population and income, increased demand for private dwelling, and increased government spending on construction of schools, hospitals, and highways. This industry is expected to reach 4.4 million workers by the middle seventies.⁹

One of the smaller industry groups with very rapid growth is finance, insurance, and real estate. Its development reflects our great population growth, and the increasing business activity. It is anticipated that this industry will employ 4 million people by 1975.¹⁰

The industries of farming and mining are steadily decreasing the number of employees. Modern technology takes over the jobs formerly done by manpower. Competition of other sources for fuel and power have hurt the mining industry. This plus mechanization has caused the number of employees required in the mining industry to steadily decline.

Armed with these facts, the worker can decide upon the type of training which would be most beneficial to him and engage in one of the many educational programs available. Many industries have on-the-job training and retraining programs available to employees. The Manpower and Training Act begun in 1962 making training programs available to all

⁸Juvenal L. Angel, *Students' Guide to Occupational Opportunities and Their Lifetime Earnings*, New York, N.Y.: World Trade Academy Press, 1967, p. 23.

⁹*Ibid.*, p. 23.

¹⁰*Ibid.*, p. 23.

unemployed persons. About 70 percent of those completing their training in this program have been employed shortly thereafter.¹¹ There are also many work-study programs and occupational-experience programs available to persons who are interested. Various vocational centers are opening all over the United States and are sponsored by federal and state funds. There are many other programs such as the Job Corps, the Youth Corps, and training for prisoners. These programs all have similar objectives --to benefit the worker and increase his standard of living through education.

The Effects of Cybernation

Automation and computers will have the most important effect on the job market in the future. Occupational forecasting, based on the previous and today's world of work, will prove to be incorrect in many ways. Cybernation has only begun to make its impact. In the next fifteen years cybernation will upset the entire labor market, from the unskilled to the professional.

Until recently it was though that the computer would usurp jobs. Walter Buckingham, in his book *The Great Employment Controversy*, states, "On the average every electronic computer puts 35 people out of work and changes the kind of work for 105 additional workers." However, this prediction has not come true. Although the computer and electronic data processing equipment can perform the work instead of manpower, they also have opened up a whole new line of careers.

The new electronic accounting machines have not really changed. They do the same work, and perform the same applications, but in a much more economical manner. These new machines have electronic computational capability, storage facilities and other improvements which are being utilized to do the same job it has always done, only better and faster.

They are also capable of feeding information into the computer, such as inventory control, sales, cost per unit, payroll analysis, etc. This information has become a vital part of running businesses efficiently as current, up-to-the-minute information is always available to the analysts and production managers. Information is an important resource of every business, and computers are responsible for this development.¹²

This is another case where technology has opened up a whole new field of careers. Recent figures show that since the computer can perform so many services, the demand for office workers has increased rather than decreased. There is a great demand for unit record workers, computer operators, programmers, data analysts and other cyberneticists on all levels.

¹¹*Ibid.*, p. 23.

¹²Holzbach, *Changing Role of Accounting Machines in the Office*, Elmhurst, Illinois: Business Press, 1968, p. 87.

The Value of an Education

The combination of education and experience are the two most important factors in obtaining a job and advancing or being promoted in that job. Of these two factors, education is by far the most important. Technology is changing many occupations so quickly; consequently, experience must be backed up by a good education. Financially speaking, a high school diploma is worth more than 20 years of working experience.¹³

Data based on yearly income sometimes does not reveal the value of an education--there are always some individuals with relatively little education who earn more than those with more education. However, when the lifetime earnings of the work force are considered, the dollars-and-cents value of education is very apparent. One explanation of this fact is that those without the educational background do not receive advancements as quickly, and sometimes even lose their jobs due to technological changes which simply eliminate their occupations.

The Future Office Education Curriculum

The preceding data have presented evidence that occupational skills and requirements are changing due to technological developments in office equipment and office procedures. Therefore, the office education curriculum should be revised in order to prepare students for employment in office occupations. Some of the factors influencing the preparation of students are: teachers; methods of instruction, scheduling, and facilities; instructional material and equipment; and standards and evaluation.

Teachers.--The real key to the success of the office education program in a school is the teacher or teachers that are challenged with the opportunity to provide training and guidance for student participants in the schools. The teacher must be up to date with business, up to date in trying out educational innovations, up to date in learning theory applied in the classroom, able to evaluate learning that has occurred, up to date in administrative arrangements of human talent for learning purposes (teacher aides, scheduling, team teaching, learning programs, etc.), able to move from courses or segmented learning experiences to programs for people, understanding of entry behavior of boys and girls, and able to "plug in" and "plug out" according to student motivation and needs. Tyler once said, "All learning is individualized but not all instruction is individualized."

In order for the teacher to be effective he or she should be able to supplement formal instruction with personal occupational experience of recent years. It seems trite and far fetched to many teachers that they should be required to acquire occupational experience for teaching. One of the best ways to keep abreast of changes in technology and methods

¹³Juvenal L. Angel, *Students' Guide to Occupational Opportunities and Their Lifetime Earnings*, New York, N.Y.: World Trade Academy Press, 1967, p. 11.

in an occupational area is to maintain employment in that field. Teachers many times consider themselves underpaid and overworked; perhaps summer employment would provide them with additional earnings and experience. Many teachers complain that it is not possible for them to work during the summers because they must attend school and complete a degree or upgrade their teaching techniques. This argument will not stand up under rigorous examination. Many institutions of higher learning offer courses during the summer in which teachers can work part-time and also receive college credit. It is not to say that a teacher must do this every summer but he or she should use good judgment in making this decision. There is an opportunity for earning and learning combined.

Professional organizations contribute considerably to the education and upgrading of the teacher who is willing to give up a few days of vacation, Saturdays, etc., to attend. These organizations provide conventions and professional meetings where much time and effort is devoted to pedagogical topics and to new technical developments. Displays of new equipment and supplies are often times a major feature of the professional program.

Methods of Instruction, Scheduling, and Facilities.--Improved methods of instruction, new types of instructional scheduling, and appropriate facilities will be necessary to cope with change. Enrollment in office education courses will increase tremendously; consequently, teachers will be searching for better methods of teaching and coping with enrollment. The so-called "average class enrollment" has already become of age many times. Teachers will be handling in excess of one hundred students in three or more classes a day with assistance from trained aides. The more adequately prepared teachers will be able to delegate the clerical duties and responsibilities, thus preserving his or her role for that type of teaching which is more professional and productive.

Many students will be pursuing the courses at their own rate of speed through the use of specially prepared programmed instruction, multi-channel laboratories, video tapes, and on-the-job training. On-the-job training supplemented with proper classroom and school learning experiences is the most economical and effective method of providing adequate office education. For this type of instruction and classroom learning it is imperative that educational facilities be flexible and adaptable to accommodate the methodological and technological advances.

Classrooms and laboratories will be developed around occupational clusters as will the course content. Classrooms and laboratories will be constructed so that they can be rearranged and adjusted with a minimum of effort. This is presently being done in some of our more modern offices--why are the schools so far behind? Students studying in this type of environment will adjust much more readily to the office because they will be growing up in an environment of flexibility and self-control. It is conceivable that there will be no classroom partitions.

More use will be made of problem-solving and decision-making situations. Students will be given an opportunity to think and exercise their judgment in the types of scheduling that are considered new to some and old to others. For instance, modular scheduling seems to meet

the needs of some students while it would prove unprofitable for others. Block programs for office education are beginning to become more common. Isn't it reasonable that two or three periods of continuous class with office simulation procedures is a more productive pursuit of time on the part of both the teacher and student; thus phasing out the traditional 40 or 50 minute period--the passing bells ring and everyone plays "Upset the Fruitbasket."

The traditional field trip that takes a whole day to complete in order to observe a specific procedure will be replaced by a network hook up where everyone can be stationed in a room and observe in detail with question and answer periods during the observation and immediately following.

Teachers of office education and businessmen will work together more closely so that more adequate preparation for jobs will be provided by the school. The business teacher will know the current office trends and what is necessary for students to know so that students will be able to go directly into employment without entering a special training program unless there is special equipment peculiar to the occupation.

Instructional Material and Equipment.--The mailboxes of teachers and administrators are jam packed with brochures and advertisements from publishers and manufacturers of instructional material and equipment; professional magazines are flanked from cover to cover with illustrations and sales gimmicks relating to instructional material and equipment. Teachers are being forced and will continue to be forced to act responsibly and use good judgment in the selection and use of teaching media.

More research and valid sources of information will become available to teachers and as previously stated they will become better educated and more capable of proceeding with the newer approaches. This is not to say that all that is new is good!

With the tremendous improvements in communication, transportation, manufacturing, and production the quality of instructional material and equipment will improve. It is apparent that the time is near when the traditional use of textbooks will become extinct. Although much time, effort, and money have been expended on textbooks, one often finds that when students enter a job they must pursue further schooling to bridge the gap between school which terminates on June 15 and the world of work that they enter on June 17. Many textbooks provide gymnastics and repetitive procedures; consequently, students are not motivated to learn and teachers are bored. True, we cannot expect a student to learn everything about work, but he should be prepared to continue learning. Using actual business forms and true business experiences will become the basis for the most productive classroom learning.

The use of more realistic instructional material and equipment is a must. What do we mean by more realistic? For example: Why should teachers be reluctant to permit the use of electric typewriters by beginning typing students? Why should every student be doing the same assignment? Do you know during the seventies these teachers will learn far more than their students, if they have any students to teach. Students

are beginning to become bored and unchallenged with such outmoded procedures. Many students do not enter or will withdraw from courses that hinder them from progressing. During the seventies we will experience many drastic changes in caring for individual differences.

During the next decade we will experience using an enormous amount of programmed instructional material, electronic equipment, video taped material, television, overhead projectors, the project plan of instruction, and computerized instruction in addition to the better presently used teaching media.

Great strides have been made and will continue to be made to meet the needs of individual students through the use of instructional material and new equipment so that students will be given an opportunity to progress to their potential. Do not be dismayed if all students do not achieve their goals--this has never been accomplished and many doubt that it is possible.

Standards and Evaluation

More meaningful standards and more realistic evaluation of student progress are among the major goals for the seventies. Programs will be more thoroughly and adequately evaluated by state officials, local administrators, and classroom teachers.

The objectives of the office education program will become much broader. Speed goals for shorthand and typewriting will remain a must. However, more interest will be exercised in learning about the individual student and his progress at different stages of learning. We already know that standards vary from job to job. Also, ask a businessman what his standards are and frequently he will admit that he has no stated standards. The more learned teachers of office education in the seventies will take advantage of already completed research and engage in research themselves in an attempt to identify basic job patterns and the standards inherent in these jobs in order that the level of instruction may be improved. Teachers will be able to help the students become better informed about occupational opportunities and educational requirements, functions and responsibilities of an office, duties and how they are interrelated, office standards, and the skills and knowledge necessary to perform in accordance with approved office standards.

An appropriate and realistic evaluation of objectives will encourage the raising of standards and improving the curriculum. Students will be permitted to explore the vocational aspects of education and prepare for college at the same time; these are some of the types of students that have possibilities for becoming better qualified business teachers of the future. Why should we continue to deprive a student of entry into the vocational classes because he shows promise of progressing to a four-year college and earning a baccalaureate degree. On the other hand, the office education program has a great deal to offer to the sometimes classified lower-achievers, disadvantaged, and culturally deprived. Some of the more uncommonly used types of scheduling will permit more students to explore learning.

It appears that too often we only think of shorthand and typewriting in preparation for office vocations--release that idea immediately. Many dollars, much time and effort should and will be spent on evaluating teachers, programs, students, and the progress of schools. The integration of NOBELS* and a purpose-centered curriculum will make it possible for each student to be provided with an individual program in keeping with his objectives and potential.

More schools will be adding content to their courses that will provide information relative to the overall economy and business community in which the student lives and participates as a student and citizen. Unless the student acquires the concept of the economic system, he will not understand the relationship of occupations and their impact upon society. Students must learn to live in a competitive society. Therefore, it is important that they learn personal traits such as responsibility, punctuality, and honesty.

*New Office and Business Education Learning Systems, a curriculum project funded by U.S.O.E.

TRENDS AND PROBLEMS IN AGRICULTURAL EDUCATION

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Programs in Agricultural Education have undergone a more rapid change during the last decade than during any period since the inception of federally funded vocational programs under the Smith-Hughes Act of 1917. Some of these changes have only been observed; others are a matter of record. Thus, empirical data can be cited in some cases while subjective observations offer the only evidence of change where hard data are unavailable.

The Vocational Act of 1963 provided the opportunity for teachers of agriculture to broaden their programs from the traditional preparation for farming to the training of individuals for agricultural occupations other than farming. These non-farm agricultural occupations can be classified in the broad categories of agricultural supplies, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, and forestry. Many teachers of agriculture have modified their programs to include courses in at least one of these areas.

The Vocational Amendments of 1968 have provided the impetus for an even more rapid change. Teachers of agriculture are creating and implementing innovative programs to meet the needs of an even broader spectrum of students. Some of these programs will be used as models for future programs in agricultural occupations as well as guides for new programs in other vocational areas.

Attempts to implement new programs usually meet with some problems and frustrations. Changes in traditional programs, or any tradition for that matter, will usually meet with a certain amount of opposition from those people who are entrenched in the tradition. However, this opposition should be considered a challenge rather than a problem.

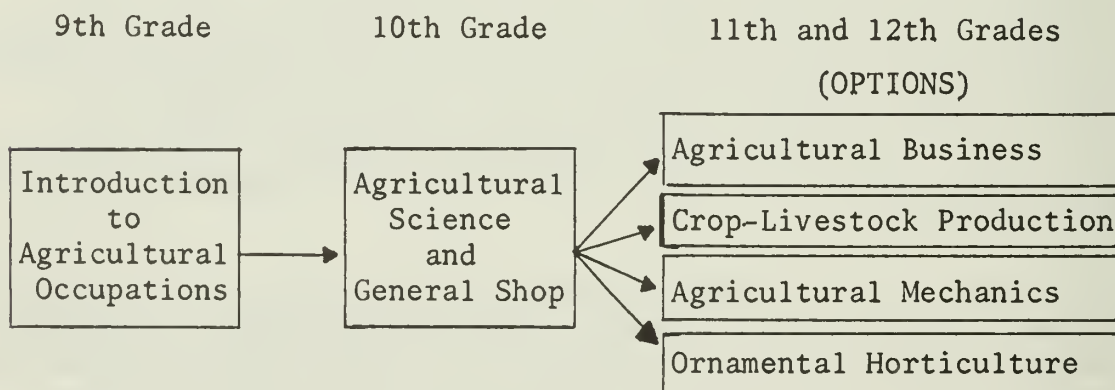
This article will explore trends in several areas of agricultural occupation programs at the secondary and post-secondary levels such as the preparation of teachers; the number of students served by agricultural education; and will present some of these problems or challenges agricultural occupations teachers will face.

Secondary Program Development

The traditional programs, including Vo-Ag I, II, III, and IV, are yielding to new models of instruction which allow more flexibility for both student and teacher. Semester or year courses offered every second or third year appear to be the trend in secondary Agricultural Occupations Programs. Offering a course to sophomores, juniors and seniors on this basis does two things: First, it increases the class size of that particular class and secondly, it allows a wider variety of courses with no increase in staff, thereby attracting new students into the Agricultural Occupations Program.

Binkley¹ summarized the program organization prevalent in the various states in 1966 in four broad concepts as follows:

Program A:



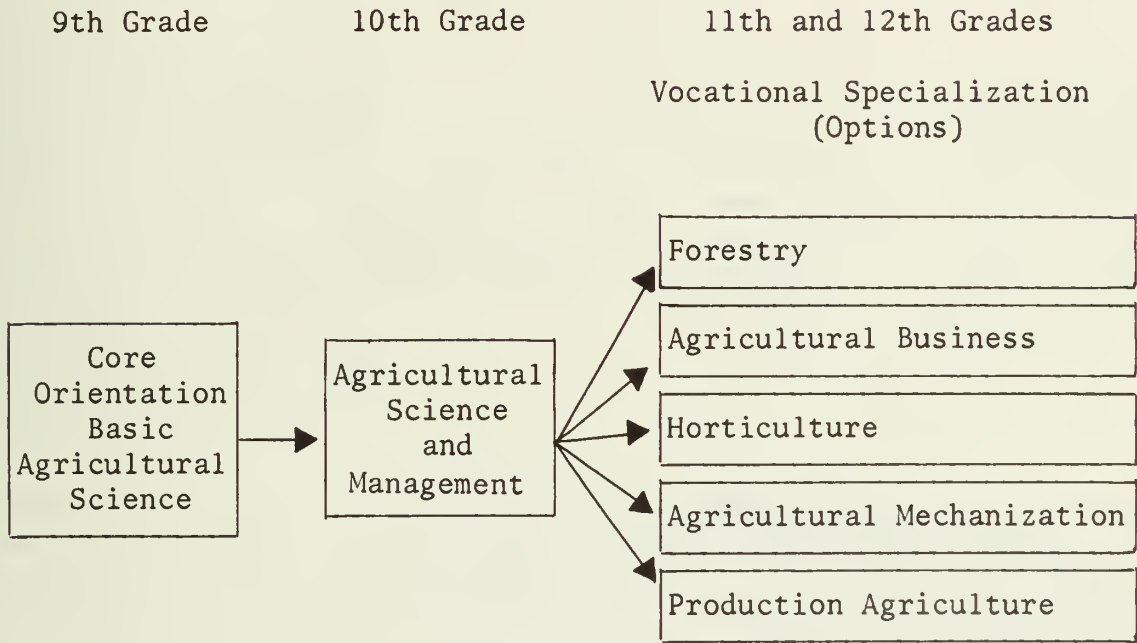
Limitations of this organization include the lack of basic agricultural knowledge taught in the 9th grade and the lack of a supervised experience program for the 9th grade.

Program B implies some type of concurrent experience related to students occupation at all grade levels. Binkley failed to note that there were commonalities among the options and concluded that providing

¹Harold Binkley, *Developing Programs in Agricultural Occupations*, Lexington, Kentucky: Department of Agricultural Education, University of Kentucky, 1966, p. 30.

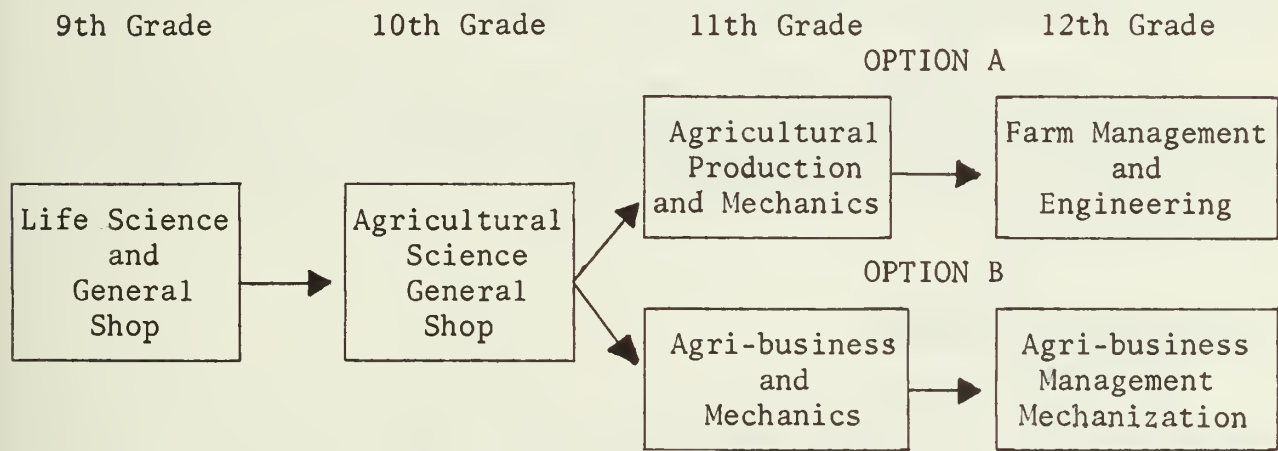
five different options at the eleventh and twelfth grades would be difficult to implement in most high schools.

Program B:



Program C, like Program A, does not imply occupational experience at all levels; nor does it imply that Option A has any commonalities with Option B.

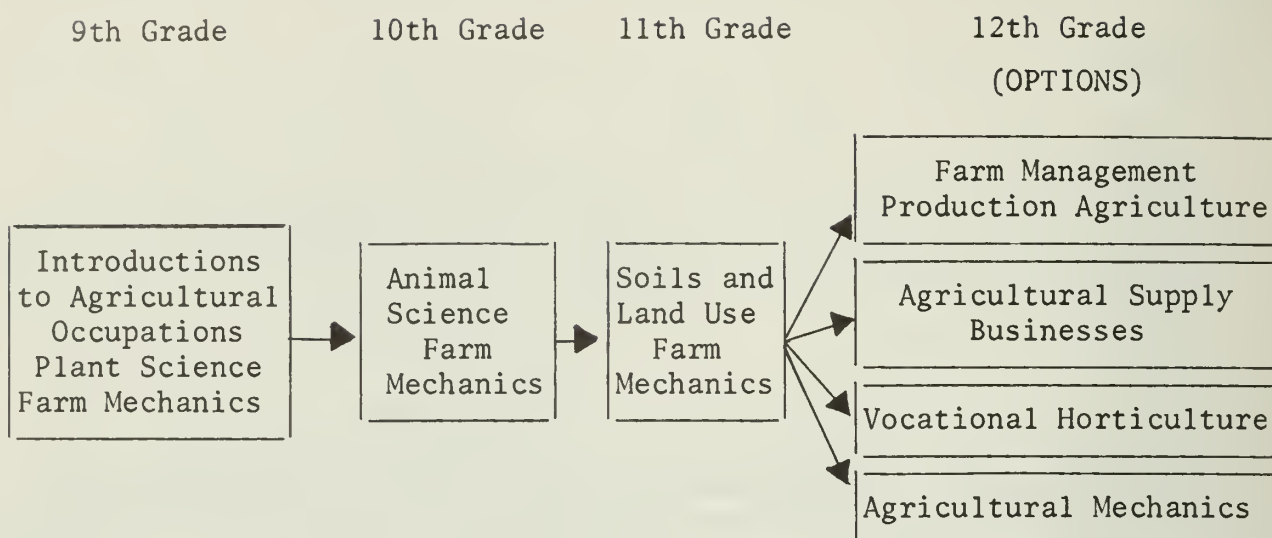
Program C:



Binkley noted that Program D is feasible in a multiple-teacher department where, in the senior year, specialized agricultural occupation training may be provided in addition to training for production agriculture.

It is possible that program organization concepts set forth by Binkley are only interim steps. Many teachers have had problems in implementing these programs both because of the small classes resulting from a divided junior-senior group and also the lack of instructional staff to teach additional courses. Innovative teachers of agricultural

Program D:



occupations are moving toward a multi-option program featuring semester-length courses taught every second or third year. These semester courses are augmented by introductory courses two-semesters long and supervised experience programs relating to the student's occupational objective. Many of the semester-length courses are common to several of the occupational areas for which training is offered. For example, knowledge of soils and soil fertility is needed by students whose occupational objectives are in agricultural supply, agricultural production, agricultural resources, or ornamental horticulture. Thus, there is no reason to teach soils and soil fertility to students whose occupation objective is to be an agricultural mechanic. This type of organizational structure can be conceptualized in the following Figure 1.

The model is easily generalized to other vocational areas such as home economics occupations or industrial occupations. It is also conceivable that it could be generalized to a total vocational program in which basic courses could be offered for students from two or more vocational areas.

Preparation of Teachers

In a study conducted in the twelve southern states Todd² found that three-fourths of the states had changed their teacher certification in agricultural education requirements within the past five years, indicating an attempt to keep pace with the changes in the teaching of agriculture. Todd reported that very little progress had been made toward the endorsement of teachers in specialized areas of agriculture; however, four states had plans for such an endorsement to be implemented within two years.

²John D. Todd, "Trends in Teacher Certification," *The Agricultural Education Magazine*, 41:172-73, January, 1969.

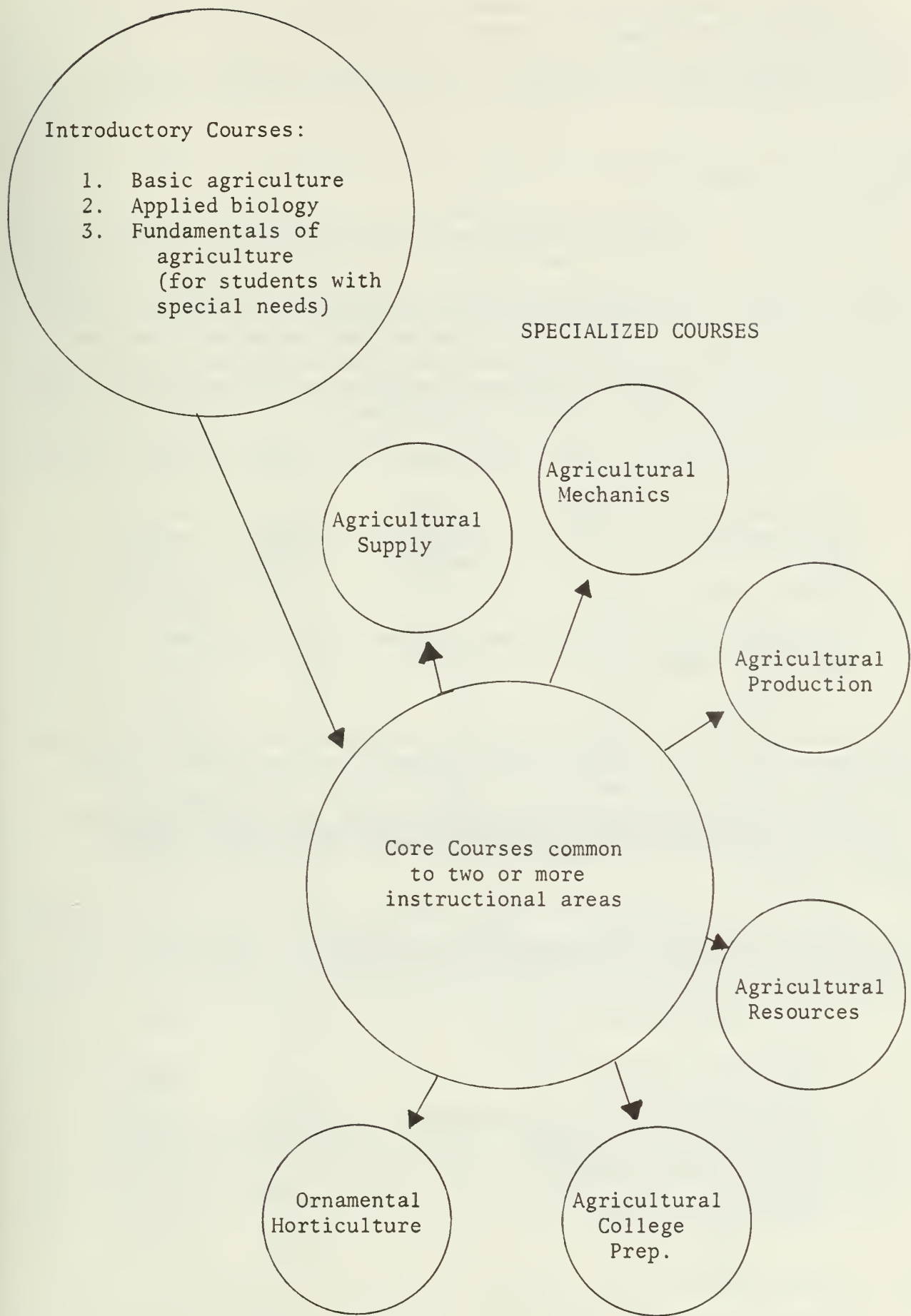


Figure 1. Organizational model for programs in agricultural occupations.

In the state of Illinois, one of four institutions--the University of Illinois, Urbana-Champaign--offers prospective teachers of Agriculture the opportunity to select speciality options in Agriculture. The three other institutions are presently considering the possibility of such options.

Number of Students Served

The Public Information Committee of the Agricultural Education Division of the American Vocational Association³ reported that 105,930 high school students completed Agricultural Occupations Programs in the United States in 1966. Of these, 38 percent continued their education, 13 percent entered the armed forces, 42.5 percent were employed, 5 percent were not classified, and 1.5 percent were unemployed. The Committee also reported the numbers of students enrolled in the various levels for the years of 1965, 1966, and 1967 as follows:

Level	1965	1966	1967
Secondary (H.S. Students)	516,893	513,185	508,675
Post Secondary	2,054	5,390	8,093
Adult	367,287	371,989	413,454
Special Needs	1,295	556	17,436*

*12,488 of this enrollment are included in the secondary enrollment figure.

These data indicate a slight decline in secondary enrollment while post-secondary, adult, and special-needs programs have increased rapidly. Data gathered by the Committee in regard to high school and post-secondary students preparing for employment in off-farm agricultural occupations indicated that there were a total of 153,255 students during 1966-67.

The trend in enrollment of high school students in programs leading to employment in off-farm agricultural occupations is indicated for the years of 1964-65 and 1966-67 in the chart below:

Off-Farm Agri-Business	1964-65	1966-67
Agriculture Mechanization	7,836	39,359
Agriculture Supply	18,434	18,107
Agriculture Products (Processing)	23,136	8,652
Ornamental Horticulture	3,827	17,695
Agriculture Resources		6,527
Forestry	2,304	6,517
Other Agriculture		8,580
Total	55,681	105,437

³Public Information Committee, Agricultural Education Division, American Vocational Association, "Vo-Ag Facts," *The Agricultural Education Magazine*, 41:291, June, 1969.

It may be noted that while some programs showed a slight decline, programs in agricultural mechanics, ornamental horticulture, and forestry approximately tripled in number of students. The total number of high school students enrolled in non-farm agricultural occupations nearly doubled between 1964 and 1966. Thus, although the total number of students enrolled in Agricultural Occupations is holding constant across the U.S., there is an upward trend in the percent enrolled in agricultural mechanics, ornamental horticulture, and forestry along with the implementation of new programs such as agricultural resources. Most programs for non-farm agricultural occupations include concurrent work experience programs.

The growth in agricultural occupations programs in Illinois junior colleges has occurred at a rapid pace since 1964-65, starting with thirty-eight students and one program and increasing to forty programs with 1,200 students in 1968-69. Projections indicate there will be approximately 120 programs with 5,000 students by 1980. Enrollments in junior college programs in agricultural programs for the years 1964-65 through 1968-69 with projections for 1969-70 and 1970-80 are as follows:

Year	No. Schools	No. Programs	No. Enrolled	No. Teachers
1964-65	1	1	38	1
1965-66	5	5	238	5
1966-67	5	6	351	30
1967-68	12	25	748	40
1968-69	19	40	1,200	65

1969-70*	25	75	1,600	80
1979-80*	40	120	5,000	225

*Estimate
Note: These data were compiled by David L. Williams,
Agricultural Education Division, University of Illinois,
Urbana, Illinois.

While enrollment in Agricultural Occupations is declining at the secondary level nationally, it is increasing in Illinois to its highest level in the past decade. Enrollment trends are presented in Figure 2.

The Challenge

Incumbent with any period of rapid change is a certain amount of frustration which may present problems. However, these problems may be considered as challenges; indeed, most teachers of agricultural occupations will accept them as such in their development of innovative programs.

The following may be taken as challenges for the agricultural occupations teacher:

- Development and implementation of a wide spectrum of Agricultural Occupations programs to meet both student and community needs;
- Development of programs for disadvantaged youth and adults;
- Cooperation of all vocational programs in presenting a unified vocational program;
- Implementation of work experience programs in areas presently deficient;
- Direction of students into new programs of Agricultural Occupations;
- Continuation of excellent programs in production agriculture concurrently with the addition of new curricula;
- Placement of students in jobs of interest to them, possibly out of their home community;
- Development of articulation programs to inform both the school personnel and the community that agriculture is more than farming;
- Development of informational programs concerning opportunities in Agricultural Occupations.

In all probability, the individuals who accept these challenges will be instrumental in the development of comprehensive vocational programs for their school as well as their community. The reward for those who cannot or will not accept these challenges is obsolescence.

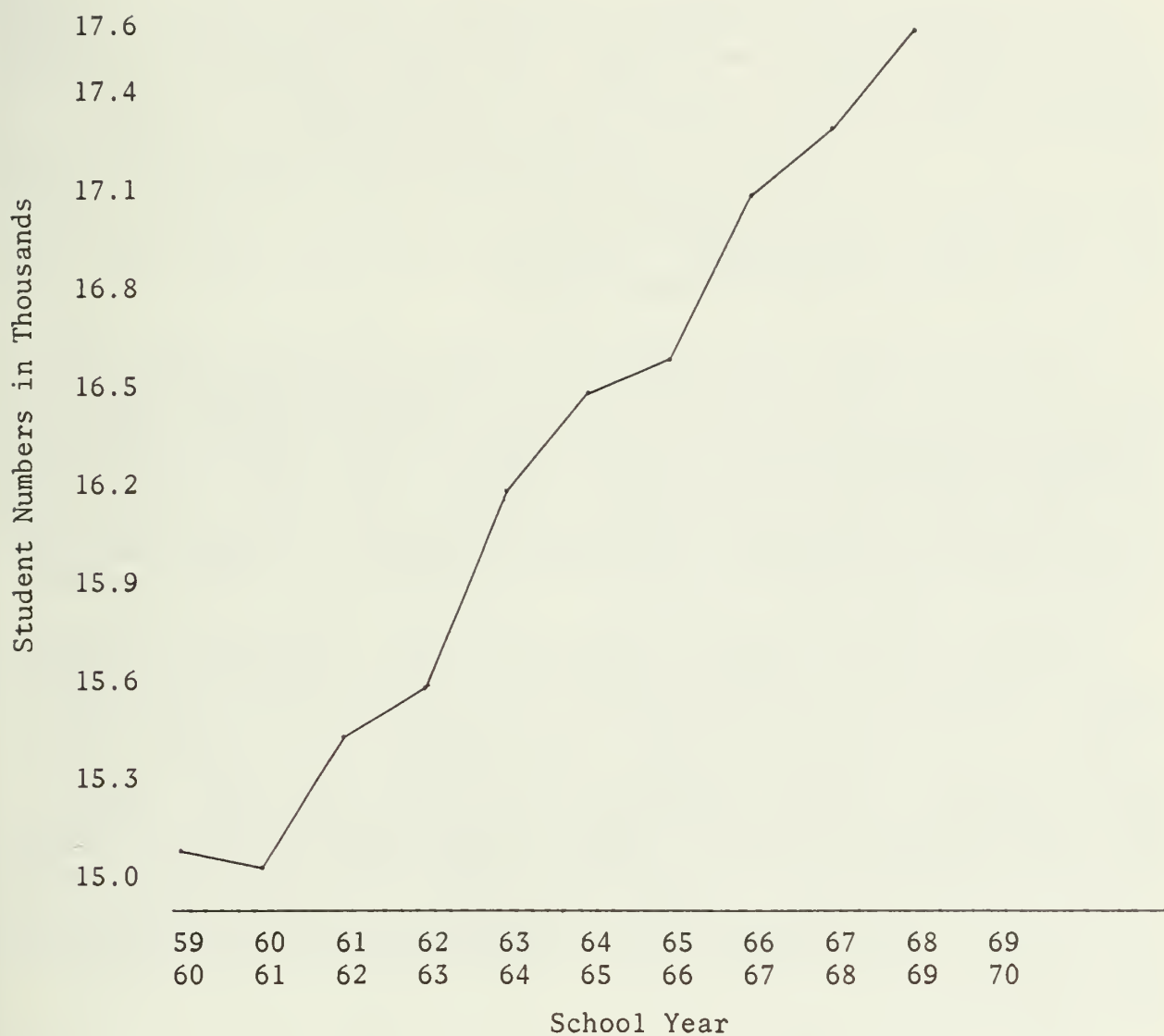


Figure 2. Secondary school enrollment trends in agricultural occupations in Illinois.

WAITRESS TRAINING ON THE LAC DU FLAMBEAU RESERVATION

Toni Maney

Home Economics Coordinator
Nicolet College and Technical Institute
Rhineland, Wisconsin

In May 1969, Nicolet College and Technical Institute awarded certificates to eight Chippewa Indian women who completed the first waitress training program offered in their own community. Similar programs attempted in the past had failed to interest Indians at the Lac du Flambeau for three reasons: (1) Transportation difficulties and expenses; (2) Reluctance to enter a predominately white school from which most had been drop-outs; and (3) A natural serenity and docility which discouraged any action which might disturb their status quo. The program described here attempted to overcome these problems.

After evaluating the need for waitresses in the resort and recreation oriented economy of Lac du Flambeau, Nicolet College officials planned a nineteen-hour course involving a study of food and restaurant terms, guest checks, salesmanship, grooming, public relations, safe food handling, and the practice of waitress skills. The eight class sessions, which were from two to three hours in length, were held in a variety of places including three food service establishments: a supper club, an American plan resort, and a restaurant with counter and table service.

Nicolet College personnel became sensitized to the needs and problems of the Indians through preliminary meetings with the Inter-Tribal Council, and the established Head Start and Community Action programs. A sketch of the backgrounds of the class members will illustrate one of the reasons why there were problems to be faced. The women, ranging in age from sixteen to fifty, had reached an average educational achievement of tenth grade. None had completed high school and most were from minimum income families. It was apparent that normal criteria for success in waitress training programs would have to be abandoned in this pilot venture. Success was not to be measured in black and white, but each step forward fell into one of the myriad shades of gray on the success scale.

A total of thirteen women enrolled in the class, but five did not meet even the fifty percent attendance requirement for a certificate. Only two of the thirteen women were sincerely interested in immediate employment. Six did not wish to secure waitress jobs immediately because of family or other employment commitments. Three of the older women admitted that the skills would be valuable in the future, but that they had joined the class primarily to raise the class enrollment to the minimum requirement! This action demonstrated the cohesiveness and tribal loyalty evident in so many of their reactions.

Transportation and recruitment for the class was handled by the

Head Start workers. One Head Start assistant who joined the class served as a catalyst for keeping the class together.

Although a trained instructor was not available in the community, a local supper club owner identified an Indian waitress who was mature, capable, reliable, and had experience in many types of food service establishments. She agreed to observe classes taught in Rhinelander and Lac du Flambeau and to teach two of the classes in her community. She was reliable, neat, and popular in the community. Because her husband was a public health sanitarian, she had a good knowledge of safe food handling. Ideally, being an Indian, she could better relate to the problems of her people than the instructors imported from Rhinelander. However, an interesting truth was soon evident. An Indian is not just an Indian, he is a tribal member. One of the class members, the historian for the Chippewa tribe, was quick to point out, good naturedly, that her Indian instructor was a Sioux in Chippewa territory.

Many apparent problems at the outset of the class, viewed in retrospect, were often disguised advantages. A last-minute conflict in schedules required a change in meeting places. The class was moved to the Head Start storefront building furnished with only pre-school tables and chairs--a distinct discomfort. However, this common sharing of discomfort and complaints brought out the delightful sense of humor of these naturally quiet and reticent women; and a painfully quiet class was transformed into a noisy, robust group, eagerly exchanging information. It was fun for these women to use the toy dishes to practice table set-ups. They learned principles easily without the threatening atmosphere of the classroom to frighten them. Hopelessly overcrowded electrical outlets, limited space for showing films, and excessive street noise when the door was opened for ventilation, all posed a challenge to the class to succeed and learn in spite of the obstacles. Actually these were annoying but cohesive forces. The first class meeting was very successful in terms of mutual acceptance of instructor and students.

None of the women had difficulty in reading, but all struggled with the pronunciation and definitions of restaurant and food terms foreign to them. The instructors brought samples of anchovies, endive, and smoked oysters for the class to sample during their break, and this grew to be the most popular section of the program. There was obvious disappointment if the instructor failed to bring some delicacy.

Many disadvantaged groups feel insecure if one instructor does not attend every class; however, this group was delighted with a variety of guests including a public health sanitarian, a university extension home economics agent, four food establishment managers, and the distributive education coordinator from Nicolet College. They were delighted that all these people thought that they were important. One amusing situation greeted the Oneida County Home Economics agent as she lectured on friendly service stressing the importance of a friendly, smiling waitress . . . only to look up in dismay to six toothless grins. Dental hygiene was a massive problem.

The complete child-like honesty of the Indian women was both a delight and a source of embarrassment. They opposed a change in a class

night because husbands were jealous and suspicious if they varied their schedules.

Two problems inherent in the very nature of the Indian and complicated by his environment dampened the success of the project. The women were not accustomed to routines and schedules. In spite of their obvious enjoyment of the class, they showed no concern for regular attendance at class, nor did they care if they arrived on time.

The Indian instructor refused to recommend many of the women to prospective employers because she felt their skills and knowledge were useless if employers could not depend on them. She felt that one graduate who had a job would succeed, and that possibly two others with experience and a real need for employment could be good waitresses.

This project was successful in that it broke down the barrier between Nicolet College and the Chippewa Indian community. The graduates of this course expressed a need for classes in areas such as first aid and child care. The natural aversion to educational programs was defeated in Lac du Flambeau.



Indian women practicing waitress skills in the Head Start classroom.

THE ROLE OF THE GUIDANCE COUNSELOR

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The guidance counselor concerned with vocational education works with many different groups of people--teachers, parents, school officials, representatives of the community, businesses, and colleges--as well as with individual students. Skills of coordination, interpretation, and a willingness to keep on learning are vital.

One role which the guidance counselor undertakes is working for cooperation and understanding between the vocational and academic departments. Fully realizing that the two greatly overlap is one of his most important functions. A meaningful relationship can be of benefit to all students. The counselor's own understanding must come first. He must become familiar with the goals, opportunities, and limitations in the various fields.

Other Teachers

Spending as much time as possible in classrooms, especially in areas where he may have had little or no training, is one way to learn. Naturally, he must be careful to avoid the possibility of being thought a "spy." An "expert" giving answers to problems may be just as unwelcome. Rather, the counselor will find himself much more effective by asking questions discreetly. Questions may start ideas growing in some one else's mind. It must be remembered that the guidance counselor is

often thought of as an outsider, and, as such, he and his suggestions are suspect.

Giving honest and sincere praise for the accomplishments of the teachers and their students is a very good way to gain confidence and acceptance. After learning the goals of a teacher, or department, the guidance counselor can see if there is a way in which he can assist teachers in achieving their goals in harmony with goals for the development of students in relation to their vocational education.

School Administration

Cooperation between academic and vocational subjects is unlikely as long as people think of these areas as unrelated. The guidance counselor can serve as a coordinator between the two, suggesting informal cooperative activities. More structured cooperative endeavors must have administrative understanding and approval. As well as working with individual teachers, department chairmen must be brought into the picture. Eventually, plans designed to enhance students' interest, achievement, and desire for more learning may need to be presented to the school administration for final approval and implementation.

Well-laid plans must be submitted. Poorly prepared and presented plans can set the program back many years. The coordinator should approach the administration positively and dynamically, showing how more can be achieved for the same or less money. A show of sincere belief in and excitement about the program by the faculty members involved will be of great assistance in gaining acceptance of inter-departmental cooperation.

The Community

Working with businesses and industries in the area served by the school system is a second major responsibility of the career counselor. This may involve seeking advice on updated and appropriate curricular adjustments, exploring opportunities for student visits to places of potential employment, making arrangements for cooperative programs of school and employment, finding resource people to enrich the school programs, and finding jobs. Acquaintance with various business and fraternal organizations in the community is of value also. Not only are the members capable and willing to assist in establishing meaningful vocational programs, but many of the organizations offer fine scholarships to students continuing their vocational training at the post-high school level.

Parents

One of the most, if not the most, difficult challenges facing the vocational coordinator is that of enlisting the support of parents for the most suitable education for their child. All too often parents equate

post-high school activity with a college education, and this with a guarantee of financial success, prestige, and happiness. In too many cases nothing could be further from the truth. Thus enters the real challenge of salesmanship.

The counselor's job may be to help parents see that their child may be much more successful, much happier, and may even earn more financially by mastering a type of vocation than by obtaining a college degree. All too frequently parents and counselors are faced with the most unpleasant situation of the college freshmen's "Thanksgiving Graduation"! This student who, instead of being labeled a failure, might have been progressing well and gaining a real sense of successful independence in some other type of program.

Perhaps businessmen, industrialists, and labor leaders can be allies here. They can point with pride to members of their groups who do not have college degrees but who hold well-paying and highly regarded positions. Not having a college degree, however, does not mean, necessarily, a lack of some type of post-high school training. Social studies teachers can be allies, too, in showing the contribution of skilled technicians to the development of the United States as the world's leading technological nation.

A Concluding Thought

The career counselor is not, nor should he ever permit himself to think that he is all-knowing in all fields. However, all successful programs need a coordinator. It is not necessary for the coordinator to be an expert in all fields, but it is essential that he be able to gain the cooperation of one who is. This will take time--time away from his desk. If a school wants a truly good career counselor, it must allow him time to become acquainted with the representatives of labor, industry, and business, and to establish a rapport which will make the expertise of these people available to the students.

Through the career counselor's ability to aid the students in determining their abilities and interests, and the ability of these leaders of labor, industry, and business to determine how these qualities can best be developed, lies the answer to making possible a high development of all students' capacities. For what other reason do schools exist?



ILLINOIS TEACHER FOR CONTEMPORARY ROLES

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FOREWORD

Relevance in Family Life Education means leading students to discover relevance in their own lives and WHAT IT IS they deem WORTH living for. Family life education emphasizes nurturance of human development and relationships: physical, mental well-being, and positive human relationships. This issue of ILLINOIS TEACHER brings together viewpoints and materials which may encourage teachers to rethink family life curriculum offerings.

Within the controversial area of family life and sex education, Helen Westlake reasons relevance as meeting student needs. She documents this position with pertinent student responses following their experiences in Psychology for Tomorrow's Living. Additional insights into the sex education discussion now saturating the country are shared by Arnold Taylor. He provides some historical perspective for issues involved. Will YOUR community make a decision about sex education this year? Have YOU formulated your position on the issues?

Our special thanks to Ann Rund for her delightful illustrations. Ann is a senior student in home economics education, a farm homemaker with four children, and a talented crusader for improved educational opportunities.

Miriam Shelton appraises the roles of the single woman in today's society. It is no longer assumed that everyone will marry. Do young people perceive this as a possible option in their life plan? Could they?

Drawing on encounter group experiences, Tom Long shares with Illinois home economics teachers and other readers, some teaching techniques applied to content and objectives in human development in the family. What would it mean to learning students if fear and threat were removed from the classroom?

Janice Lochary describes a human development course offered in a Maryland school. Their emphasis on community involvement may suggest ideas to others.

The need to continue family life education among adults is emphasized by Hazel Taylor Spitze in the next article. The notion of life-long education seems here to stay. Can we strengthen the idea by bringing adult education opportunities to the attention of our students? Their parents? All the community?

Do we, as home economics educators, REALLY BELIEVE that families can be strengthened through education? Do we REALLY BELIEVE that we have available many of the needed techniques and resources? We trust this issue of ILLINOIS TEACHER may stimulate your thinking and bring you some joy in finding yourself "written up" as you identify with article ideas.

Reba J. Davis
Editor for this Issue

THE RELEVANT CURRICULUM: FAMILY LIFE AND SEX EDUCATION

Helen Gum Westlake¹

Relevancy has been popularized today by students on our college campuses. They request, and sometimes DEMAND, that education more nearly meet their needs and challenge them "where they live." As one views the scene today, it seems that for twenty years or so our educational systems have indeed shifted away from the relevant curriculum.

The current curriculum of the school, especially the secondary school, is very crowded. We feel that our students need foreign language, English, mathematics, science, history, economics, and physical education to name a few of the currently prescribed prerogatives. On the other hand, our current periodicals decry our concern with family breakdown as evidenced by divorce, desertion, marital problems. Individual disintegration is evidenced by the more than 5,000,000 individuals who have difficulty with alcohol sufficient to impair their ability to get along or to carry on a job with efficiency. We only estimate the extent of drug addiction. We read about it in the paper much more than we hear about it in scientific studies.

Personality

There are so many personality problems. The fact is that there are a great many people who do not know how to get along with other people. About 75 per cent, and perhaps even higher, of the people in any company who have to be discharged are released because of *social incompetence*, not because of technical incompetence.

Our youth are concerned over their own sexuality: they are pawns in the advertising games of Madison Avenue. We are concerned with illegitimate pregnancies, early marriages, and school drop-outs. The evidence seems to indicate that possibly we have chosen the wrong set of prerogatives for the education of our youth. Perhaps our emphasis is similar to that of the bride's mother in the following story:

¹Mrs. Westlake currently teaches sociology at Triton College. She consults with many groups who wish to study Family Life and Sex Education. Helen shared tremendous insights and sensitivities in human behavior with a group of Illinois teachers last summer as she taught a course in Curriculum Development in Family Life Education at the University of Illinois. Her recent book, *Relationships: A Study in Human Behavior* published by Ginn and Company, made a substantial contribution to resource material for advanced high school students.

A delicate young bride-to-be sighed to her mother, "Oh, dear, there are so many things to do before the wedding, and I don't want to overlook the most insignificant detail." "Don't you worry your pretty little head," said the mother grimly. "I'll see that he's there."

Preparation of Youth

Perhaps we in education are trying to prepare young people for their college requirements, for their vocational requirements and for the ability to jump through the traditional academic hoops, and are like the bride's mother. Perhaps the significant learnings, as the significant bridegroom, are being overlooked.

Students today have had the benefit of a more worldly education, of better methods of teaching, of electronic classrooms, of television from age zero, and of an affluent society that can provide the materials of learning. They have now found freedom in social, educational, and intellectual pursuits. They live in an age of uncertainty and of change, when many of the older beliefs and ways of doing things are inadequate. Under such conditions they need a scale of values and a sense of direction. Just as we feel a physical discomfort when we are confronted with cruelty and injustice, so there is a mental discomfort when we are in the presence of fragmentary and confused views of the world. Unless there is some wholesomeness and unity of outlook and response, there may result a divided self.

I believe that we have created fragmented excellence in our present educational pursuits, and that we must now strive to achieve an inner integration, to help the individual learn how to decide for himself what he will approve and what he will disapprove so that he can gain a sense of the meaning of human existence.

Principles of Behavior

The relevant curriculum of family life and sex education should seek to bring the principles of behavior to students in such a way that they can perform their vital tasks of relating to their fellow man more intelligently. A study in human behavior must be drawn from a vast body of research and theory. The fields of psychology, sociology, anthropology, biology, physiology, philosophy, religion, and education must be studied for essential principles. However, these principles must be brought to focus on the individual as he strives to understand himself, his relations with others, his future interrelationships in marriage, and subsequent interrelationships of his family and society. *No matter what interest, training or family background a person has, his success, satisfaction, and growth toward maturity will depend upon his ability to relate to others.*

First, youth needs the opportunity to internalize knowledge related to their own sexuality through discussion with peers. Youths share sexual information extensively, but the bulk of it is confused or

unreliable. There are also tabooed topics which most adults fail to realize. Many subjects are too touchy to be discussed at all, or are handled only jokingly even between close friends. A group, as in a class directed by an understanding adult, offers a protected atmosphere in which youth can seriously discuss and grapple with these subjects. Each youth must live with his peers; it is in relation to them that he expresses his sexuality. It is with them that he can most realistically learn how to deal with his development as a sexual being.

Second, the adolescent is engaged in a struggle to *find* his own *identity* and to *establish independence* from his family. Sex education of the right kind can be a part of both these quests for youth. Sex in our society has two implications which are important to the adolescent in the pursuit of these objectives: in the family setting, sex is an intensely private thing--something to be shielded from the queries and probings of others; however, the fact that the family and school support a sex education program and permit him to discuss the more personal aspects of sex without having to reveal his own concerns, misconceptions, personal behavior or biases, assures the adolescent that his need for privacy is respected.

Self-Perception

Sex is a major factor in how we perceive ourselves throughout life. "An individual's happiness, his success as a family member and his civic contributions are either enhanced or diminished by his success or failure in fitting into his sex role and in wisely managing and directing his sexuality."² This is particularly true for the adolescent. For this reason it is important that he receives assurance through knowledge and guidance from an objective source outside his family. A school family life program which permits interchange with the adults who teach him about such a vital matter as sex helps a youth to identify himself both as a sexual being and as an adult. He is proud and enhanced in his own esteem when he is considered mature and significant enough to merit this respected interchange. It is only when he positively perceives himself to be a worthwhile individual on his own that he can accept responsibility for his activities and move confidently toward adulthood.

The curriculum in family life and sex education should be planned to provide definitive direction in the form of value guidance which is practical enough and idealistic enough to be readily acceptable to modern youth. There should be no insistence upon reciting threadbare platitudes and inapplicable moralizations. Instead the student should be challenged to focus on the principles, the research, and the validity of those behaviors which tend to strengthen individuals and families and to openly oppose those behaviors which tend to weaken individuals and families.

What is the level of acceptance that we as adults have to have in

²Kirkendall, Lester, SIECUS "Sex Education."

order to recognize and to discern the needs of the youth of our day? How aware are we of the dictates of time and change? Are we going to present family life and sex education at the most effective time and in scope and depth so that it assists youth in decision making? If we are going to enable them to integrate sex into a well-balanced life, we will need to involve youth actively in the design and execution of such programs.

Student Goals for Family Life and Sex Education

The possibility of their involvement is well-demonstrated by the following set of goals for family life and sex education worked out by secondary school students. They felt that family life education should:

1. provide a continuous educational process which would prepare individuals mentally and emotionally for their biological development through maturity.
2. allow and enable each individual to develop a personal standard based on understanding of and concern for others.
3. develop an appreciation of sex as an integral part of life and see it in the perspective of one's whole life.
4. open up communication and promote understanding between adults and youth.
5. understand better other patterns of sex behavior among peers, within the adult generation, and in other cultures so as to prepare individuals to live with others who believe differently.
6. to increase understanding of the opposite sex in order to promote positive relationships between the sexes.
7. to increase self-understanding so that individuals may become self-confident members of their own sex.
8. to provide whatever factual information the individual desires on all aspects of sex.

Students Say

In order to explain how the above objectives are viewed by students I would like to include some quotes from students' letters and notes who have studied family life education:

Psychology for Living was the only class I really looked forward to last year. I gained insight into my own motives which have helped me in my daily life. This was the only class I had in high school that has been most helpful in my making it here at M.I.T.

The films were excellent. The case histories were also a great help to me. It is much easier to imagine a problem when you have a situation to refer to and to discuss.

The unit that seemed to be the most worthwhile was the one on inter-personal relationships where we discussed standards, morals, and sex. Most people just don't know enough about these things. We are here to get an education and to learn. It is most beneficial when a class discusses what you are concerned about.

This sounds funny coming from me but I liked this course, particularly the homework. I must have a fever. But no foolin' the writing of the attitude analysis, the philosophy of life paper, and writing a term paper on my concern plus the discussions, open debate and panels were all great. You should give more tests, however, especially those problem solving ones--they are great.

I think that the Psy. for Living class is most worthwhile because I feel every student should have a better understanding of himself. This understanding is most urgent in the high school years. This class was so interesting, for during many of the lectures, I felt that the world has just opened up and I could really use these new treasures to my fullest ability.

To the comments of the students, I would like to add a quote from Carl Sandburg, *Always the Young Strangers*, New York: Harcourt, Brace and Company, 1953, p. 304.

One thing I know deep out of my time; youth when lighted and alive and given a sporting chance is strong for struggle and not afraid of any toils or punishments or dangers or deaths.

What shall be the course of society and civilization across the next hundred years? For the answers read if you can the strange and baffling eyes of youth. Yes, for the answers read if you can the strange and baffling eyes of youth.*

What shall be the course of education? What is relevant to the concerns of youth today? It appears to me that a curriculum that emphasizes family life and sex education is of prime importance.

*Quoted by permission of Harcourt, Brace & World, Inc.

"Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it."
--Selected

PSYCHOLOGY FOR TOMORROW'S LIVING¹

Helen Gum Westlake

I. HUMAN UNDERSTANDING

A. Concepts

1. Perception is in the eye of the perceiver.
2. What one is may vary according to perception (role theory).
3. One must understand himself before he can understand others.
4. Human understanding is facilitated by maturity.
5. Human understanding is affected by psychological and physical growth.
6. Self-understanding is basic to human understanding.
7. Maturity is on a continuum.
8. Aspects of maturity are interrelated.
9. The ability to cope with conflict is essential for creative growth toward maturity.
10. There are many ways to build constructive, positive adolescent-parent relationships.
11. There may be blocks to parent-adolescent relationships.

B. Suggested Materials

1. *Growing Up Emotionally*, Menninger, Chapter 6.
2. *Facts of Live and Marriage for Young People*, Krich, Ch. 15 and 16.
3. *Understanding Yourself*, Menninger, pp. 3-18 and 42-50.
4. Short Story--"Half a Gift," Zachs, from *Family*, Rockowitz.
5. Can of Squirms.
6. "What Can You Do about Quarreling" and "Young Adults and Their Parents," both Public Affairs Pamphlets.

C. Instructional Techniques

1. Small group buzz sessions.
2. Short story techniques.
3. Lecture-discussion.

¹This course outline was used in East Leyden High School and grew to involve 20 sections of students and five teachers. The course was open to juniors and seniors only.

4. Outside reading.
5. Perceptual charts.
6. Simulations.

II. SELF IN RELATION TO OTHERS

A. Concepts

1. Individuals seek relationships with others to satisfy the need for: recognition, affection, adequacy, self-expression, and empathy.
2. An individual is continually defining and changing his role within a group.
3. A person's code of behavior or ethics serves as a guide to his conduct.
4. A philosophy of life is related to thinking, feeling, and acting; to ideas of right and wrong; and the ability to cope with ethical and moral problems.
5. One must love himself before he can love another.
6. Accepting the consequences of one's decisions.

B. Suggested Materials

1. *Facts of Love and Marriage for Young People*, Krich, Ch. 1, 2 and 3.
2. *The Art of Loving*, Fromm, pp. 7-82.
3. "Understanding Yourself," Menninger, pp. 24-31.
4. Filmstrip and Record
 - a) "A Basis for Sex Morality," Association Films, Inc., Selected Filmstrips.
 - b) "Values for Teenagers--The Choice is Yours."

C. Instructional Techniques

1. Discussion.
2. Lecture.
3. Role-playing.
4. Panel discussion: What is Love? (A minister, a parent, a male student, a female student.)
5. Can of Squirms--Situations where students need to make decisions, and evaluate the relationship of the decisions to the circumstances.
6. Short Story--"Young Lady in Waiting."

III. PREPARING FOR THE FUTURE

A. Concepts

1. Freedom to choose carries the responsibility for the choice.
2. One must prepare to accept one's role as a responsible citizen.
3. The more secure one is the more open he can be in relating to the world around him.
4. Dissent can be constructive and useful.
5. Opportunities for employment are enhanced through education.
6. Opportunities for further education may be on the job: in military service, in hospitals, in trade, vocational, technical, art, and business schools, or in college.
7. Wise vocational choice is important to one's happiness.
8. Social, ethical, and religious backgrounds affect mate choice.
9. Being married involves coming to terms with what is expected by one's culture, mate, oneself, and the couple.
10. Engagement usually involves movement from independence toward mutual responsiveness.
11. Differences in background of marital partners may or may not be complementary.

B. Suggested Materials

1. *Facts of Love and Marriage for Young People*, Ch. 6, 7, and 12.
2. "Your Personality and Your Job," SRA.

C. Instructional Techniques

1. Short story.
2. Simulation.
3. Readings.
4. Lecture-discussion.
5. Group panel.
6. Buzz sessions.
7. Filmstrips and records.
8. Open-ended evaluation.

TEXTS

Books for use in the junior and senior class:

"Understanding Yourself," Wm. Menninger, SRA (65¢).

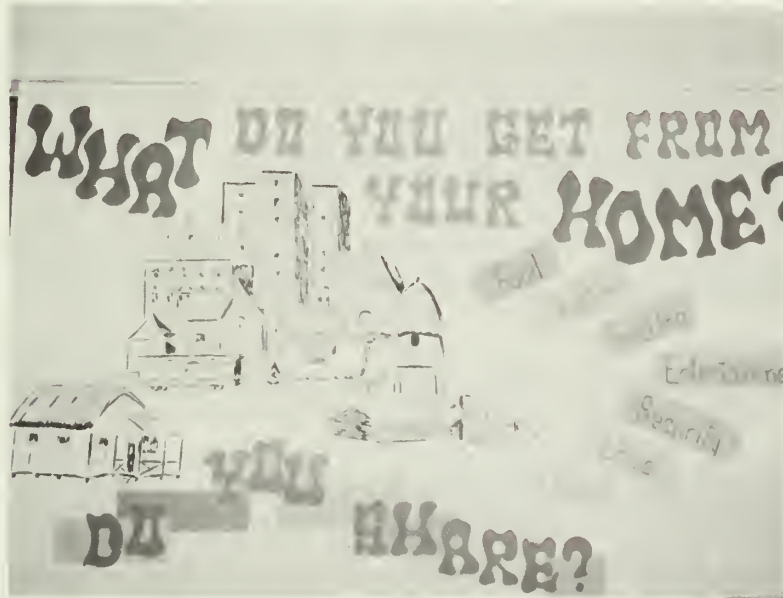
The Art of Loving, Erich Fromm (75¢).

Facts of Love and Marriage for Young People, Aron Krich (50¢).

"Young Adults and Their Parents," Public Affairs Pamphlet (25¢).

"What Can You Do about Quarreling," Public Affairs Pamphlet (25¢).

"Your Personality and Your Job," SRA (65¢).



This bulletin board was prepared by Johnnye M. Morris, Venice High School, Venice, Illinois. Could it fit one of your content ideas?

SEX EDUCATION: CRISIS AND CHALLENGE

Arnold G. Taylor¹

Citizens will decide upon legislation related to sex education. Responsible decisions require a body of facts. The consequences of these decisions will likely have considerable impact both on education and in society. Will your students and their families have enough facts? Are you ready for their questions? (Editor)

The public is quite aware of the current *controversy* about sex education since the news media have kept them so well-informed regarding the activities and exchanges of the people directly engaged in this dispute. In addition, this publicity has frequently been highly exciting because members of the opposing groups have said things which were emotional and charged more with anger and bitterness than with reason. However, the drama and turbulence of this situation and the continuing reports of the tension and hostility between factions have caused some people to lose sight of the real challenges. The *basic issues* involved have become vague and cloudy as they submerge under an accumulating mass of pointless name-calling.

This predicament may have very serious consequences especially in those areas where citizens will be asked to responsibly decide upon legislation related to sex education. These responsible people will be faced with the formidable task and accompanying pressure of making an important decision based upon a body of information that is rapidly sinking into oblivion. If people decide for sex education, the schools will be confronted with a serious challenge. If people decide against sex education, the laws subsequently enacted will tend to be persistent.

If people are to make the type of decision with which a society can comfortably live and grow, it would seem that solid information regarding the total situation must be provided. With this in mind, a recapitulation of the history of the sex education crisis and a review of some of the problems challenging sex education today may help remove some of the obscurity surrounding this vital issue.

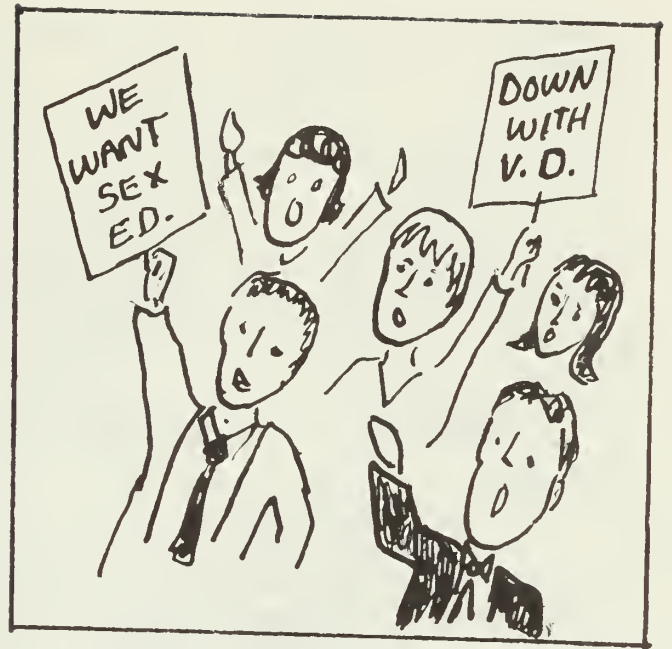
Sex Education: Crisis

While a sex education boom occurred as early as 1920, it was not until the late 1950's and early 1960's that the public really began to take notice of the potential contribution of such course offerings. By the mid-1960's, the public's interest turned into an almost explosive

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demand as communities began to clamor for sex education as a means of combating the overall sexual permissiveness of a youthful society that was evidenced by the increasing incidence of venereal diseases and premarital pregnancies.

Society's demand presented problems, but the public was so enthusiastic and determined to incorporate sex education into school programs, that caution and prudence gave way to the optimistic and spirited demands of citizens. Few people were concerned that teacher preparation, curriculum planning, and, most important of all, that scientifically obtained information and theory simply lagged behind the request for sex education.



Professional support also lagged behind the explosion for sex education. However, to trace the history of sex education and its relationship with a professional organization, family living and family life education must also be investigated because it was within these structures that responsibility for sex education was assumed.

Professional Responsibility

The National Council on Family Relations, the parent organization for Family Life Education, has been concerned with sex education for quite some time; however, this group was formed only as recently as 1938, and 12 years later many of its members were still wondering whether or not Family Life Education was developing into a profession. NCFR was in its infancy, of course, so these concerns were entirely understandable. This organization was certainly aware of its own limitations and as Longworth prophetically stated in 1952, "Failure to establish requirements for the certification of teachers of family living may eventually jeopardize the growth of the program."² Longworth further noticed and questioned the contradiction that was becoming quite apparent in the early 1950's--insufficient teacher preparation combined with an increasing demand for family life and sex educators would, he asserted, lead to ". . . a very haphazard system of selecting teachers" ³ The wisdom of restrained progress, with care and attention

²Longworth, D. S., "Certification of Teachers of Family Living: A Proposal," *Marriage and Family Living*, 1952, 14, p. 103.

³*Ibid.*

given to establishing long-range educational goals, simply was not heeded.

Sex Education Courses

By 1965, an increasing number of universities were offering family life and sex education courses (minors and majors) and Home Economics played a significant role in developing these programs for prospective teachers. The supply of teachers continued to be woefully inadequate to public demands.

SIECUS

By the mid-1960's, a respectable body of knowledge was beginning to accumulate and while this was not much more than a foundation, it was a good beginning. Then on January 8, 1965, the Sex Information and Education Council of the United States was formed as a means of overcoming the information deficit. SIECUS, as it is commonly known, was created for the purpose of establishing:

. . . *man's sexuality as a health entity*: to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study and scientific research designed to lead towards its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided towards responsible use of the sexual faculty and towards assimilation of sex into their individual life patterns as a creative and re-creative force.⁴

The creation of an organization with these avowed goals was widely acclaimed as a most important and necessary element for sex education.

For quite some time, everything seemed to proceed very smoothly. The SIECUS people and others were making many personal appearances throughout the country and wherever they went, the press, radio, and television media gave them time and space. Sex education was becoming the "in" thing and the public was being treated to an enormous amount of information.

As mentioned previously, sex education was not really new. In fact, sex education, meaning discussions of the biological facts, had been taking place for years. However, now things were beginning to change--human reproduction interpretations and the "facts-of-life" discussions were no longer as "in" as they formerly had been. These

⁴Fulton, W. C., "Why the Need for a Sex Information and Education Council of the United States as a New, Separate Organization," *SIECUS NEWSLETTER*, v. 1, No. 1, February 1965, p. 2. Quoted by permission of SIECUS Newsletter.

topics were not "out," they were simply considered more appropriate for children of elementary school age. The special plea was that education for sexuality should now be emphasized.

Teacher Preparation

Some states had anticipated problems and a special task force had been created in Michigan to study and develop criteria regarding adequate teacher preparation. In 1967, this group reported their recommendations to the Governor's office and the educational experience they specified for family life and sex educators was most comprehensive.



During this time, the National Council on Family Relations was also working on standards of education for prospective teachers of family life education who ultimately would be leading discussions in sex for youth. During the school year 1969-70 they also submitted criteria related to appropriate educational experience for family life educators.

SIECUS was now being singled out and attacked by an opposing force. As adverse publicity grew, it began to overshadow the mature and responsible efforts of this organization and many other national and state groups working desperately to strengthen an area which they realized, as early as 1952, could become a major source of difficulty.

Opposition Grows

The opposition to sex education continued to grow and toward the end of 1968, this force was so highly verbal that the news media began to give it the attention previously showered on sex education.

Actually, the reasons for the controversy are not vague. Please recall that the concept of sexuality was now being stressed rather than human reproduction interpretations. Sexuality is the sort of abstraction that includes the question of right or wrong behavior or, to be even more emphatic, moral or immoral sexual behavior. These topics are sensitive and those teachers who were not adequately prepared to discuss provocative subjects were thus exposed as were their courses. Parents were also becoming increasingly aware of a dissenting body of young people who were apparently, according to news media, indulging themselves with a sexual freedom many adults found repugnant. Added to this problem was the growing desire of students for honest and full

discussions of human values without an unnecessary amount of moralizing from teachers. The teacher was thrust into the middle of the conflict between parents and children. Because of this, teachers and schools were then attacked from both sides.

Eventually the controversy was to reach such an emotional crest that communications began to break down. Instead of debate, discussions became opportunities to ventilate charges and countercharges; repudiation of individuals and groups began to take the place of refutation of issues. Sex education has become a crisis.

This controversy does not simply involve two sides. There is a vast group of people who see merit in sex education, but they want to be assured that the reasons for the dispute will not be repeated. In addition, youth are among this "silent majority"--they are silent as a voting group, but loud as they express, directly and indirectly, their need for the stability sex education could offer.

Sex Education: Challenge

There has been a marked increase in the need for providing youth with opportunities to achieve a greater understanding and realization of themselves as individuals, family members, and active participants in society. This burgeoning awareness of human needs and the resulting task of designing programs to meet these needs have produced significant challenges to educators.

One of the more pressing problems faced by educators today is determining how to provide youth with information that will enable them to realistically create concepts regarding the meaning of sexual expression and its impact upon human relationships. Part of the difficulty associated with this challenge stems from the obscurity that seems to surround sexual expression, especially coitus. In the United States, a persistent ethic sanctions coitus only in marriage; however, as Gagnon has stated, "The most apparent element in the sexual culture of adults is the degree to which there is no community of values."⁵ He further indicates that "What consensus there is usually is worked out by indirection or through the behavior of sexual pairs."⁶

Emotional Dimension

In addition to the problem of obscurity, another dimension to the challenge, with which educators are confronted, is that human sexual expression is infused with intense emotion. This tends to be especially true of premarital sexual intercourse. Sexual indiscretions can, of

⁵Gagnon, J., "Sexuality and Sexual Learning in the Child," *Psychiatry*, 28(3), August, 1965, p. 214.

⁶*Ibid.*

course, result in rather extensive problems. With this in mind, society has attempted to restrict this activity through the imposition of moral codes, the calculated use of fear and threats of the drastic consequences and punishments accompanying such behavior. While adults are frequently unable or disinclined to discuss marital intimacy, they are often loquacious in denouncing premarital sexual relationships and using fear to pressure the unmarried toward conformity.

The deliberate use of negative force to control sexual behavior, however, often brings about unexpected results since the amounts of fear disbursed and incorporated cannot be known with any great precision. Therefore, the results of such a procedure often vary as much as individuals vary in their abilities to tolerate fear. Some, of course, conform out of fear while others disregard the sexual prohibitions; some experience negative consequences and others do not. However, as people began to ponder the impact fear and guilt might have on the future relationships of individuals subjected to these emotional pressures, other concerns gradually became manifest. McCary suggests the potential destructiveness of associating negative values with sexual activity when he states:

. . . brides and grooms too often find themselves caught up in the conception that sex equals sin, and hence suffer from such unfortunate reactions as guilt, pain, frigidity, impotency, and premature ejaculation. These reactions persist long after the marriage ceremony, even when on a conscious level the couple regards sex as something permissible and proper. It is expecting too much to think that sex can be transformed from something vile and sullyng into something beautiful and ennobling by a mere recitation of the words of the marriage ceremony.⁷

While fear and guilt are often used in an attempt to restrict the sexual behavior of the unmarried, an interesting but opposite cultural phenomenon has begun to emerge. Human sexual expression is becoming an increasingly significant theme in movies, plays, literature, songs, and advertising. As Ehrmann has stated:

The appearance within this century of systematic research into human sexuality has witnessed, not an abeyance or lessening, but rather a virtual deluge of nonscientific utterances on this subject, which have far outnumbered the scientific offerings.⁸

⁷From *Human Sexuality* by James Leslie McCary, Copyright (c) 1967, p. 13, by J. L. and L. B. McCary, by permission of Van Nostrand Reinhold Company.

⁸Ehrmann, W., "Marital and Nonmarital Sexual Behavior," *Handbook of Marriage and the Family*, edited by H. Christensen, Rand McNally and Co., 1964, p. 597.

In addition, sexual talk at the person-to-person level has begun to proliferate. People, as is often the case, are tiring of oppression and living with fear. Many discover, however, that relief from the burdens of sexual restraints cannot be achieved through a complete reversal of the rules governing this conduct. It is also evident that individual freedom to indulge in previously restricted sexual practices does not automatically assure removal of the obscurity that has surrounded human intimacy for such a long period of time.

While human sexual expression tends to be engulfed with ambiguity and fear, it must be emphasized that youth do create concepts about human sexuality and sexual relationships. Children, as a result of their unique abilities and environmental situations, formulate highly individualized conceptual frameworks of sexual ideas, beliefs, and feelings. In addition, the accuracy of the information upon which these concepts are founded may vary considerably. The diversity in sexual knowledge and feelings among youth is, of course, a concern to many parents for they realize their children associate with other children in mutually influential ways. This situation suggests another aspect of the challenge to educators. The schools could, it seems, bring about a common level of sexual knowledge for youth, but in order to do this, educators must be aware of student differences. Furthermore, the schools should realize that parents tend to watch a sex education program unfold looking carefully for signs that their child's understanding of sexual matters and moral awareness are not being degraded.

Society, however, has come to view education with greater favor as a means by which obscurity, fear, guilt, and shame can be replaced with personal enlightenment and stability. While this is a positive step in the direction of resolving the problems with which human sexual expressions had been infused, it has also proved to be an uncomfortable panacea for it does not appear to bring relief. Those evaluations of sex education programs, using the popular criteria of illegitimacy and venereal disease rates, often illustrate that instead of a reduction in these social ailments, increases have occurred. This situation is quite naturally viewed with considerable alarm by some interested citizens, many of whom are sincerely concerned about resolving the problems such statistics reveal. However, there are also a few who are quick to link out-of-wedlock pregnancies and venereal disease with sex education and they *unfortunately* proceed to reason the latter produced the former. Thus from time to time, we find interested citizens initiating and backing movements to have sex education programs removed from the schools.

On the surface, their argument would appear to be entirely valid, but a slightly deeper analysis of sex education offerings reveal other important factors for consideration. Calderone, in describing the disorder enveloping sexuality, points out that "Our present anxiety about human sexuality is directed towards the presenting symptoms (venereal disease, illegitimacy) of an underlying *dis-ease*. It is our tendency

to treat these symptoms rather than the disease which leads to our confused ambivalence"⁹ This assertion illustrates the absurdity of the "popular criteria" for evaluating sex education and suggests the consequences of programs organized with such goals.

Kirkendall, in a discussion of common weaknesses of sex education programs, states: "*The sex education usually received by children can more accurately be labeled 'reproduction education' or 'moral instruction' than sex education.*"¹⁰ This does not imply that discussions of the biological and physiological processes of conception, birth, and human growth are unimportant. On the contrary, this information has value for younger children who are vitally interested in acquiring knowledge about the maturational sequence as it applies to human life. Units devoted to providing such descriptions have the added merit of dealing with precise material and this often contributes to a more comfortable presentation for the teacher. However, Kirkendall further suggests that because of feelings of inadequacy and a fear of free and open discussion of controversial questions, teachers and parents often ". . . prolong the period for imparting biological information into adolescence and permit this postponement to crowd out consideration of the sensitive issues involving relationships and standards so much needed by adolescents."¹¹ He also indicates that "A didactic approach may provide a feeling of security for the adult, but it teaches the child that free exchange and ready communication between the generations is impossible."¹² In a discussion of such problems, Cox concludes that sex education ". . . has usually been so stilted and so far removed from the realities of the Saturday date that the student has simply discounted it and replaced it with peer group discussions, ignorant though they may be."¹³

It must be understood that many sex education programs are well-planned and are staffed



⁹Calderone, M., "Sex and the Adolescent," *Clinical Pediatrics*, v. 5, No. 3, 1956, p. 172.

¹⁰Kirkendall, L., "Sex Education," *SIECUS Discussion Guide No. 1*, October, 1965, p. 2.

¹¹*Ibid.*, p. 2.

¹²*Ibid.*, p. 3.

¹³Cox, F., *Youth, Marriage and the Seductive Society*, Revised Edition, Wm. C. Brown Co., 1968, p. 5.

with trained and competent people. Of those programs that have had difficulty becoming securely established, some have foundered for a reason often beyond their control.

If a course of study is to grow in vitality and have significance in a changing culture, it must have a foundation of information and knowledge readily available and currently meaningful. It is in this area that sex education has been incessantly remiss. As Ehrmann has declared:

. . . the reliable and systematic studies of human sexuality are very few in number, and are published in less than 20 major research monographs with a few dozen articles in various professional journals. But they form a core, a beginning, of a respectable body of verifiable knowledge.¹⁴

According to Kerckhoff, "The sex education boom came at about the time of World War I."¹⁵ When compared with other studies in the scholastic world, sex education is in its infancy, but it is interesting to note the movement to include such courses in the schools preceded the accumulation of data upon which these courses could be based. The "educational cart" was placed before the "research horse" since the fears that encircled sex education also extended to research and the gathering of information in the area of human sexuality. Therefore the development of meaningful sex education programs has been hampered, to a certain extent, by a dearth of information, knowledge and research regarding human sexual expression and relationships.

Sex Education: Crisis and Challenge

This, then, is the situation with which society is confronted. Is it a crisis? Or does it describe a challenge?

A *crisis* represents a decisive moment for an individual, family, or society. In many areas, citizens are now being called upon to render a decision regarding the future of sex education and this may indeed prove to be a significant cultural event.

What are the alternatives involved in this issue? Some would say that sex education should be the sole province of the parents; however, research reveals that a significant number of young people receive such information from their friends instead of their parents.¹⁶ Therefore, while some adult groups debate the propriety of sex education in the

¹⁴Ehrmann, W., *op. cit.*, p. 597.

¹⁵Kerckhoff, R., "Family Life Education in America," *Handbook of Marriage and the Family*, edited by H. Christensen, Rand McNally and Co., 1964, p. 883.

¹⁶Blaisdel, W., "Sex Education Comes of Age," *Look*, v. 30, No. 5, March 8, 1966. Gendel, E., "Sex Education Patterns and Professional

schools, youth are discussing and sharing their own ideas about this sensitive subject. Society must analyze this alternative carefully and decide whether parents can realistically be expected to be the only source of sex education for children.

Another alternative suggested by many people is that sex education should be a responsibility shared only by parents and religious institutions. It was mentioned previously that parents have not, for the most part, provided youth with this instruction. In addition, Huffman recently stated in *Christianity Today* that: "Few churches are equipped or willing to initiate major sex education programs. And most youths who need such programs do not attend any one church regularly enough to receive adequate instruction."¹⁷ Society must also determine if it is realistic to expect the churches and parents to share this educational service for youth.

A third alternative is to permit the schools to provide youth with sex education. Regardless of the controversy, a recent Gallup Poll indicates that the vast majority supports this position. It would seem that such an endorsement is justified since sex education has matured to a considerable extent in recent years. Furthermore, many of the vulnerable areas revealed during its infancy have been strengthened. For example:

1. A respectable foundation of knowledge has been established and research continues to add to this fund.
2. This information is being incorporated into sex education programs throughout the nation.
3. Substantial strides have been taken to prepare teachers to assume the responsibilities associated with this sensitive subject.
4. Sex education policy and legislation have been formulated in many areas through the cooperative efforts of civic-minded citizens, educators, representatives of government, and church officials.
5. Professional organizations at the national, state, and local levels have also accepted the challenges associated with sex education.

Great care, caution, and intensive study have characterized all these approaches to the goal of providing youth with meaningful educational opportunities related to sex and sexuality.

Sex education has been strengthened, vitalized, and it is capable of rendering an important service to society. However, at this point a very real problem appears to be emerging. There does not seem to be any one alternative capable of resolving a matter of such a pervasive nature. Sex and all the important aspects of sexuality suggest complexities beyond the influence of any one institution in society.

Responsibility," *Southern Medical Journal*, v. 59, No. 4, April, 1966.

¹⁷Huffman, J., "Sex Education in Public Schools," *Christianity Today*, v. 13, No. 25, September 26, 1969, p. 7 (1119).

Many parents provide their children with an adequate sex education, but there is a need for more parents to involve themselves directly and meaningfully in this task and opportunity. Sex education may, therefore, be called upon to render greater assistance to parents as a means of helping the family respond to their challenges. If sex education is withdrawn from some schools, the parents in these areas will have even greater responsibilities.

Many churches are doing a most creditable service in helping youth develop concepts related to sex, but there is a need for more participation by these institutions. Sex education may also be called upon to assist the churches in creating relevant programs for youth and families. If sex education is removed from some schools, the churches may be asked to assume even greater responsibility in these areas.

Some schools are providing sex education opportunities for youth, but more need to become involved. In addition, it is incumbent upon those schools with established programs to discover ways for enriching the quality of their courses.

The schools can also assist the community in achieving a greater understanding of the true significance of the sex education situation. If citizens are to responsibly decide this issue, they must have information about more than the evolution of the sex education controversy, although this is important; they must have more than an awareness of how sex education grew in response to its many challenges, although this is necessary; citizens must come to recognize and realize the important contribution *they will have to make* to the overall preparation of youth for the demands and pleasures of living as responsible beings.

The crisis, the moment for a decision has arrived. Children may be nurtured or neglected in sexual matters, but they cannot be isolated from all sex stimuli in a culture so richly endowed with sensuous information. Therefore, society must ultimately decide which direction to take: to nurture or neglect youth in this important dimension of personality development. The challenge is how society will make use of the supplementary and complementary strengths of the parents, churches, and schools.



It may appear that the schools are in the middle of this controversy. Their position may be regarded as the focal point of the conflict; however, it could also be viewed as the fulcrum, a point where balance is achieved.

THE AMERICAN WOMAN: TODAY AND TOMORROW AS A SINGLE WOMAN

Miriam A. Sheldon¹

The changing role of women in American society may be the mark of the twentieth century--greater even in impact than the technological-automation revolution. Early marriages, better health of women, greater longevity of women, mobility of population, shortages of skilled manpower, shifts from rural to urban living, and changing concepts of Man have all combined to produce a new society, a new education, and newer roles for women.

The spotlight has been turned on women. Analysis of magazine articles, books, TV and radio programs shows most of the attention directed toward married women with only a few directed toward the woman who remains single. Yet the cold statistics of the Bureau of the Census show 12,764,000 single women, aged 14 and over, in the United States in 1961. In November, 1960, women of voting age outnumbered men by almost 5.2 million. Today 1 in 7 girls will remain single according to demographers. To those who never marry must be added another 3.5 million widows, divorcees and wives separated from their husbands. These situations are out of date even before published, but the trend is unmistakable.

Society, however, still treats *the single woman as a minority*, which she is, and with the majority's tactless lack of consideration. The terms "old maid" and "spinster" or "maiden aunt" have largely disappeared but each of us has been called "Mrs." followed by "oh" when we have quietly said "Miss" to salesclerks, students, parents, and even single compatriots. As a minority, the single woman has to work harder to achieve success, social acceptance, and financial equality than her sisters. Actuarial tables, inheritance laws, dependents' eligibility and household expenses for income tax purposes, vacation policies, all favor the institution of marriage. As a minority group, single women take on identifiable characteristics at times similar to that of the Negro--or the Jew--aggressiveness or humbleness, bitterness or flaunting gayety, but like every minority--they are "nice people when you get to know them as persons."

Interpersonal Relationships

Like all persons, *the single woman has a need for interpersonal relationships*. She loves her family and shares its joys and sorrows. She cares for aging parents, and is expected to do so even at great personal cost. She loves her family "once removed," the nieces and nephews, children of her brothers and sisters. But in our mobile

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society, she may not be the warm happy refuge, or sometimes rugged disciplinarian, of an earlier generation.

She forms close friendships with women as co-workers, in cooperative living arrangements, and for social interchange.

Because women are working mainly in traditional fields of work open to women, they tend to cluster. Seldom do we find *one* woman working with a group of men. Because of living costs and the rarity of true "loners," women share apartments and houses. It is cheaper--especially with present tax laws; food for one is difficult to prepare and often wasteful; household chores with a full-time job are burdensome, and living with someone provides the "give-and-take" comradeship with another human being. The simple cooperativeness of sharing chores, sharing troubles, sharing happiness, produces many of the interpersonal relationships usually attributed only to marriage.

A Catholic educator has predicted that 80 per cent of a married woman's life is spent with other women. Dependent upon her age, at least 80 per cent of a single woman's social life is spent with other women.

The single woman, perforce, or unless she shows great ingenuity, will be playing bridge with women, going to theatre and concerts with women, going even to baseball games with women. Unlike the married woman whose daytime social life is almost wholly with women but whose evening hours are in mixed company, the single woman may spend her day working with men, but rarely sees them after five. It would appear that the married woman most often subjects the single woman to match-making situations as artificial as dime-store flowers or ignores her completely in any but "duty" situations. Must society always balance the numbers and hostesses invite guests in the manner of Noah's ark --"and the animals came in two by two--the elephants and the kangaroo"?



The single woman develops *interpersonal relationships with men* in varying patterns as she grows older, but for the moment, consider only work. The single woman today works with men longer hours and more fully than in any previous time in American history. She shares the satisfactions and disappointments of the job and the business of which she is a part. Dependent upon the level of her job, she may find full acceptance or begrudging admission. She may find herself the head of a division in an aircraft factory, as did a friend of mine, only to be excluded from the executives' parking lot. She may be fully accepted by the boss as his administrative assistant only to find junior

executives on her job level resentful of her admission to the executives' dining room. She may be ready for promotion but denied the opportunity because she may marry one of these days. Yet for all the cultural lag, she does associate with men more equally on the job than in social situations.

The last area of *interpersonal relationships is that with children*. The single woman must make a genuine effort if she is to know children as human beings. Often she is cut off from knowing them by the very exclusion factor referred to previously which limits her contacts with married people. The quicksilver changes of mood, the stark realism, the gayety and unexpectedness of children's responses are lost to her. Without these contacts, the single woman gradually finds herself limited to her own age group.

Social patterns for single women shift sometimes dramatically and sometimes almost imperceptibly as she passes from one age group to another. As a *child*, the girl may play with dolls or climb roofpoles. In school she competes with boys for good grades. But as *young womanhood* arrives she is *expected* to focus her attention on dating and marriage. Sometimes parents push her to early dating. Mothers fear unattractiveness as they would a disease. Femininity and marriage-ability are one. And at early or late adolescence most girls marry. From *early equality to the "date bait" stage* is confusing, but her own desires keep pace with cultural expectancy. Only a few girls focus on careers before twenty-five.

But twenty-five and then thirty slips up on a young woman and she sees most of her friends marry. Presentiments of the future strike her and she enters the *clutch* period. (Sometimes in coeducational colleges, the clutch occurs in the senior year when pinnings, engagements, and marriages are all around her.) To remain poised and sure of her own self is difficult especially if she *wants* to marry. Many will settle for any man; others wait for the right man--who may never seek her out. *I know no single woman who has not had at least one proposal, but I know many who were not asked by the right person at the right time.* But our society still demands that she be sought after and frowns upon her if she actively pursues. Parenthetically, society permits her to practice deceit in "capturing" her man.

As a single woman realizes that she probably will not marry, she regroups her social life, her career, and her plans. She always leaves the door open and she often delays decisions about the future, but one day, she realizes that life can be full and interesting and that she can shape her destiny. *Acceptance of the reality of singleness*, especially when unsought and undesired, is probably the greatest psychological adjustment a woman makes. This adjustment is not made easy by society for few people treat her with understanding or look upon her as a whole person. Even she often thinks she is settling for second best and does the best that she can with "failure."

With the middle years, the single woman often comes into her own. She can plan her own social life; she can invite married couples, women, single men, or children to social functions as she chooses. Her job

usually reaches a satisfactory peak or she has accepted its limits. She can treat herself to small luxuries. She can travel. She may have picked up a few eccentricities on the way but she has also learned to make herself an interesting person.

And about this time she finds that many of her friends who married are becoming widows with the pain and helpless loss and dependency with which death terminates a marriage. Often her sympathy is rejected because she cannot possibly understand what marriage has meant. But widowhood often brings realization of the thoughtlessness married women have shown toward single ones. To the credit of most single women, their earlier self-acceptance has prepared them for the aloneness which shocks the widow. Thus the single woman can treat the widow gently and with understanding as she adjusts to being alone.

From the time a young woman starts a job, often in her mind only temporary, until she decides she probably will not marry, she probably lives a makeshift life. Her work is temporary; her living arrangements are temporary. Gradually her attitudes shift. She often discovers she likes to work. She enjoys her paycheck and wishes it were larger. She gives of herself to the job. Unlike the married woman who enjoys the accomplishments of her husband and children vicariously, she derives direct satisfaction from her own efforts. Like the man, she works to meet her own needs. At the same time she must provide for her own living arrangements. If at times, she appears not to focus full attention on her work, it may be because she is wondering if she can possibly get to the cleaners or cobblers and grocery before stores close.



Probably no average husband appreciates his "housekeeper wife" as much as a working woman appreciates her contribution to his job. Laundry, car repairs, house cleaning, home deliveries, meals, clothing, all take time. What working woman has not fumed when she has stayed home to accept delivery on a rug or to await the plumber, or to let the painter in and hours pass with no workman in sight? What woman has not gone to bed without a proper meal because she was too tired to prepare it? What working woman can find a laundress who washes lingerie? Single women would welcome with open arms a housekeeper who would

perform the myriad of chores which distract her from her job and which add at least twenty hours to her working week. As one friend remarked, while getting ready to go to a professional meeting, "I can either get ready to go to the convention, or I can go, but I can't do both." *Single women would agree heartily that "wives" are very necessary to full job performance.*

In an earlier society, unmarried women remained in the parental home and performed useful services to the ongoing family unit. Her life was as sheltered as a wife's. A "nice" lady lived by rules. Sex was not mentioned outside the bedroom and never in mixed company. "Bad" women existed, but their roles in society were as carefully prescribed as a spinster's. Freud and Dr. Kinsey, plus two world wars, have done much to change society and the patterns of women's lives. Social classes have largely disappeared. Education has been available to women. Mobility and work have taken women away from home and to new communities. America has advertised sex and the cult of immediate gratification or satisfaction to its own people and the world. Marriage occurs early and often after premarital sex exploration. Those who do not marry are asked most impolitely over and over again, "Why don't you marry?" Then, as time marches on, only the *tense* in the question shifts. As sex is discussed openly and freely and as it is described as natural, to be sought to free one from inhibitions, and as the core of marriage, the single woman then becomes suspect of abnormality. Is she "normal"? Or more positively, is she "frigid and frustrated," "scared, unloved and lonely"? Or, conversely, is she a nymphomaniac--a term rarely applied to married women. She is said to have succumbed to the "unhappiness" disease in which she seeks out man after man but cannot establish a satisfactory relationship, sexual or otherwise, with any one. Some single women even are described as foolish virgins hoarding their virginity uselessly.

Freud made the single woman suspect but she has always been caricatured. She was "good" but lived in sexless respectability or she was "bad" and was denied normal social relationships. Later literature portrayed her as the consistent loser. *Back Street* and the "other woman" stories evoked patronizing sympathy for the lonely woman who spent her love always waiting for the telephone. Today's magazines reveal her as "the perfect secretary" who loves and loses her boss who, after straying, returns to his wife at home.

Today a rash of writers is appearing who ask why *should* the man-woman relationship be platonic outside marriage vows? Two such books are *The Single Women* by Phyllis Rosenteur and *Sex and the Single Girl* by Helen Gurley Brown. Though their solutions may appear attractive to the single woman by their easy answers to age old questions, these "solutions" raise questions as does the reality of the "pill." If nothing more, these books will cause a re-examination of the marriage relationship and existing morality. If the strength of marriage is the everdeepening relationship between two people and if it is the foundation of the family unit, what happens as the sexual relationship becomes commonplace? Will the pendulum swing to a new morality or to a reaffirmation of the old? Will interpersonal relationships in their infinite variety be redefined and the terms eroticism, sex, and love regain their distinctness?²

In conclusion, the single woman is a part of society. She is a person, a social being, a citizen, and a wage earner. Her role needs to be understood by parents, teachers, and young people and most of all by the single woman herself.

²J. B. Priestley, "Speaking Out--Eroticism, Sex and Love," *Saturday Evening Post*, April 27, 1963, pp. 10 and 14.

"GAMES" LEARNERS CAN PLAY

Thomas J. Long¹

Dear Tom:

ILLINOIS TEACHER will publish one issue entitled "Relevance in Family Life Education." Much "now" group research indicates a growing body of facilitating knowledges and techniques. Would you write an article for home economics teachers in Illinois and other states pointing out some techniques that you use with your students? It would be more helpful if you could relate these techniques to content for the objective of enhancing human development in the family.

Sincerely,



Reba J. Davis
Editor for this Issue

Dear Reba and Readers of *Illinois Teacher*:

I have been puzzling over the topic you suggested for a long time. Using the concepts of group work in the context of teaching human development and the family is a particularly intriguing yet difficult assignment for me. I feel somewhat comfortable facilitating small unstructured groups. I also feel somewhat familiar with the psychology of human development and family constellations. But bringing the two elements together to create an apt learning environment and then to communicate some techniques to facilitate learning seems difficult.

What I have chosen to do, in order to try to cope with the problem without either sounding dogmatic or writing a book in the process, is to pick out some generally accepted principles that seem to apply in learning through groups, suggest some topics which might often be taught in a human development and family sequence and indicate a few fun techniques I might employ to facilitate learning.

The Principles in Brief

Here are the principles which I have gathered. I have arrived at them not only from my own observation in classroom but also from wide reading in the area. It seems to me that they would generally be held

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by most educational psychologists. I do not feel at all ill at ease in suggesting them to you as appropriate touchstones.

I believe that students *learn much from each other*. I believe that students are more willing to *throw themselves into* any undertaking if *they have had a say* in selecting that undertaking and in planning its accomplishment. I believe that a *student really thinks* when he runs across a puzzle or challenge in the course of doing something that makes him design and test possible solutions for the problem as he sees it. I believe that *the more free students feel with each other* and *the more relaxed they feel in a learning environment* the more likely simultaneous, mutual learning interactions are to occur. I believe that students are more cooperative and friendly when working in a group for a *common good* than when engaged in *competition* with one another. I believe that in a group-centered class students are less frightened and defensive and are free to show more of their insights and personality dynamics than in a class dominated by the instructor.² I believe that the most effective way for an instructor to present concepts is to have them stated in as numerous and varied ways as possible; this will mean breaking out of the perceptual bonds of a limited, six-sided classroom and using whatever ability is available to create a learning environment which is always satisfying yet always challenging. Therefore, *I believe that in a classroom of 40 students there are at least 41 teachers and hopefully 41 learners*.

Principles and Techniques

The principles I have listed flow from observations. As observations they help me little, however, unless I can find ways to produce them again in my classroom. I want to observe the principles operating there. This is the reason I turn to techniques. The principles help me know what I want and know that what I want is possible. The techniques are ways I have developed which I hope will help me arrive at where I want to go. They have worked for me in the past; I expect them to work for me again in the future. They are my tools for trying to produce the kind of learning environment that I find most enjoyable and productive. I would like to share these techniques with you. Perhaps they will work for you or trigger your own creativity to come up with ones that will.

It Is I Who Choose to be Here

In a classroom, any classroom, the first thing I do is try to establish a sense of togetherness, the beginning stages of comfort and *an impending sense of excited relaxation*. I also try to generate a feeling of individual ease and worth. In an effort to physically bring these feelings out, I have, in both high school and university settings,

²W. J. McKeachie, "Students, Groups, and Teaching Methods," *The American Psychologist*, v. 13, No. 10 (1958), 580-584.

asked my classes to follow the following program the first or second meeting.

1. Have the class clear as much area in the center of the room as possible.
2. While standing, have everyone in the class establish for himself as much room as he feels he needs to get a sense of broken physical contact with everyone else in the room while yet staying in the room.³
3. Ask everyone in the class to imagine himself enveloped in this space which he has established, as in a bubble.
4. Ask everyone in the class to work to get a sense of himself separated from everyone else in the classroom.⁴ Let this process continue for several minutes.
5. With eyes open now and with no verbal interchange, ask everyone in the class to move through the class looking intently at each class member, making sure that he sees each other member and impresses his or her image as clearly as he can on his own memory. If the class is initially hesitant to move about, do not be impatient, *planned walking in a crowd looking at other people is not usual or easy for everyone*. Stop this movement when everyone has had a sufficient opportunity to look at everyone else.
6. Ask everyone in the class not to speak and keeping their eyes open to consciously make choices to merge their life-space bubble⁵ with the life-space bubble of another, one or more, in

³What I want to have happen here is that every individual in the room try to get a feeling of himself as an individual and separated from every other individual present. I want them to break as many sources of contact as possible so touching, looking at each other, talking and the like are discouraged. Feeling oneself, listening to oneself, looking inward at oneself are all encouraged. In order to make all this possible, I want each class member to identify his own space in the room. This space is his, he belongs in it. It is not being infringed upon by any other individual. Some people need more space than others so I let each student mark out as much as he feels he needs in order to get a feeling of himself isolated from others. Once this space has been established shutting one's eyes helps a lot. The importance of this step is to help each person know that it is he, the individual, who exists, who is important, and who has a place in this classroom apart from anyone else and everyone else.

⁴It helps here to encourage each class member to close his eyes and explore his "bubble." Each member should try to fantasize himself inside this bubble or envelope or structure. This helps to increase the sense of individuality. Some may want to expand their bubble at this point, others to contract it, hopefully everyone will feel it.

⁵The life-space bubble becomes for each member a more conscious and externalized sense of one's self. What I ask class members to do

the classroom. This merging may take many forms. Perhaps no physical contact will occur. It is the conscious sense of moving into another's life space that is really desired. Allow ample time for the choices to merge and the merging to occur. Individuals may merge their fantasized life space with one other, with many others or with a succession of others. Some may remain isolated. Any configuration is possible.

7. At the end of this exercise allow the class an opportunity to look around and to talk with the people standing near them.
8. Then, having the class take seats, let them talk about their experiences together, or in small groups.

This whole process can easily be done in an hour. But why do it at all in a home economics class? I do it because it seems to work for me in helping students begin to relax in my classroom, because it helps to give each student a sense of himself, because it seems to begin to bring students closer together, because it gives every student an opportunity to talk about something he knows a lot about, his own experience. True, it takes class time and it is not considered "typical teaching" but for creating a psychologically apt learning environment, I cannot think of time better spent.



Can I Really Influence My World?

I spend time spelling out the limits I feel I need for me to be at ease in a class. These will not be like tests and grades and assignments but like the general topic of the course, whatever rules I feel I need and cannot negotiate (and I have found these to be almost none) or a statement of those rules that affect the class that I absolutely cannot control (and I have found that I have had to take a long searching look at just what these are). I then focus the whole class on developing their own program for learning within these limits. I let them struggle with tests and grades and papers and how we might learn something and I struggle with them in an effort to arrive at a program everyone can accept without sacrificing his integrity. We do not vote on anything. Every member can express anything he thinks he needs to learn and everything is taken seriously, even if not eventually accepted

here is for each of them to make positive choices to bring himself in contact with the other 'selves' that inhabit the universe of the classroom like soap bubbles that have wills.

by all. While this process takes time and no two classes ever end up the same, the result is usually a workable learning agenda. More than this, however, I feel that I have used a natural moment to involve my class in saying something about how they are to learn and act in this class. I feel that they will be more willing to cooperate in this learning process because they have had a hand in planning it. I think I have also capitalized on one of the first big puzzles in any classroom, *how we go about learning, and developed some zest in the class by allowing us all a chance to solve it.*⁶ I feel that through the mutual problem-solving process I have also begun to establish a group-centered class with myself as a willing aid and participant rather than a tyrant. The profit here is again to establish the atmosphere for learning. The struggle is to overcome the urge to lay out the program for the class and/or for the class to want the whole thing laid out for them.

Let's Team Up to Learn

Because I believe that students actually do learn from each other as well as the designated teacher and that they are more cooperative and friendly when working together in a group, I go out of my way to establish cooperative, meaningful group-learning adventures. Perhaps the most radical is allowing students to choose three or so others to form a team for mutual assistance while taking tests. I generally begin this process by asking everyone in the class to choose one other with whom he would like to work, but make it a mutual choice by encouraging every chosen one to reject his chooser if he so desires until mutually satisfying choices are made. I then ask each pair to agree to choose another pair and to actively choose them, with the same option, of course, for the chosen pair to reject would-be choosers. I allow this process to continue until mutually satisfying work groups are formed. I then allow these work teams to cooperate in filling out the exams of the members of the team. I can repeat this process for every test. I have never been disappointed in tests taken in this manner. Tests become a learning experience and in addition a grading curve is still found, but scores are generally higher overall. I have also discovered that if I give the same test the next day to the class as individuals they do as well as they did the day before. I am sure you will be surprised how choices of teammates go. Whatever the configuration, let it stand. Bite your fingernails or tear paper, but let the teams function without interference. The group test technique cuts out hidden cheating. I have been able to identify patterns of "scoping" and bring individual assistance to bear in a way often covered up by "shirt-cuff" test taking under the individual learning philosophy. Even the initial troublemakers,⁷ and you might expect some, will gradually slow down their "extracurricular" activity in the classroom.

⁶For many students, this is an entirely new process. *It can be learned.* Sometimes students experience great difficulty in believing such opportunities really exist. Help them!

⁷I really do not like this word, it is just a handy one usually used to point out the person or persons who are *not* doing what teacher

One of my students used this technique for test taking and then invited the teams to exchange team papers for evaluation. What he actually discovered was that his class had divided into four teams of four or five members, that two of the teams were composed of the more accomplished students and two of those less accomplished. The test went well, he reported, with only one or two who were uninvolved. Then he asked the teams to change papers in order to evaluate the work of another team. The two low teams switched with each other and the two high teams did the same. As the evaluation progressed, every member of the class became involved. After this first switch the instructor asked that the teams switch again and a second evaluation be carried out. By the end of the session what had been accomplished was not only general involvement but a test had been given, two reviews carried out, and nearly every student knew what the correct responses were for the questions asked.

It is my feeling that under these circumstances, tests become learning vehicles rather than sheer evaluations. I have also learned that I can use this technique with objective or essay exams and cover a wide variety of subjects. Further benefits of group test taking include reduced feelings of competition, reduced threat, and increased freedom to show one's own dynamics. This all adds up for me to mean increasing the sources of possible learning.

Learning Through Make-Believe Families

In an effort to present material in as varied a way as possible, I have stumbled across some group techniques which might work well in a family learning sequence.

I know that it would be an often desired opportunity if classes studying the family could observe real family dynamics in action. It is usually impossible to locate intact families who will perform for a group on command, however. Besides this, I know that I am not a very objective observer of even my own family dynamics. I impress a lot of my biases on what I experience. So if I were going to study family interactions, what I really would like to look at would be not only what was going on in a family, but also how I interpret what I saw and then have a ready check on my interpretation.

A partial solution to both these dilemmas might be structured family role playing. Students are fantastic demonstrators of family dynamics when the stage is set to let their dramatic ability flow. They also are not afraid to "let go" when the setting seems safe.

wants them to do. What I really mean here is the student or students who do not find what I want them to do interesting, or find it threatening, and so create their own interesting diversion or spend their energies reducing threat. Because I find the team-test-taking technique more interesting and generally less threatening, I also find the number of "troublemakers" diminishing as the technique catches on.

I have tried all kinds of role playing in the past. Some worked, some did not. I have found that I am too dependent on the personal showmanship of one or two members if I do not structure my role playing. I have also found that individuals will not "put out" if they feel unsafe (such as feeling afraid that the class will shake the finger at them for acting out a problem which was actually occurring in their own home). To better my chances when counting on a role-play session, I go through a process in structuring a "family" to be played. Let me share this process with you and see if you might agree that it could lead to an involving demonstration, guard against the pitfalls I suggested, and provide a learning experience whereby the whole class can observe dynamics and check perceptions at the same time.

Structured Role Playing:

1. Ask for volunteers to play a father, mother, brother, and sister (or any other combination which you might wish to demonstrate).
2. Bring your volunteers together in the center of the room.
3. Ask your family to decide on a family name. They should make the decision together and outloud. Mark it on the blackboard.
4. Ask each member to decide on his or her own first name, but to think through to a decision aloud. Mark each decision on the blackboard.
5. Ask each member to decide on his respective age. Again have each of them think through to a decision aloud. Write each age on the blackboard next to the appropriate name. Please do not insist that there be any correspondence between ages, whatever the volunteer chooses that is his age for the role play.
6. Now set the characters. I have done this in one of two ways.
 - a) I ask another class member to picture himself as either the father or the mother and to then call me, a family counselor, to seek help for the family. As though in a phone conversation with this class member, I probe for a statement of the family problem until I feel that the plot is set. I then switch back to the "family" and let them act out the dynamics of this plot with me as a reflective counselor. I try to help the family by making sure that each member has a chance to state the situation as he feels it, but in general I talk little. The telephoned plot is only a beginning. The "family" elaborates and modifies it in any way the individual members choose to by their actions.
 - b) If I have a specific item that I wish to demonstrate through role play, I take the place of the caller as before. If I am the caller calling a counselor, then it is best for me not to take the role of family counselor. If, on the other hand, I wish to demonstrate the dynamics of a family council I might take the part of mother or father suggesting a council to the other partner elaborating my reasons as much as I feel necessary to set the stage. It is important for the caller to act like he really is the mother or father,

this encourages the volunteer "family" to enter into the role play immediately.

7. Allow the role play to continue for as long a time as seems necessary. Twenty minutes or so usually is enough time to begin to bring dynamics to a head. Use your own judgment.
8. I then use one of two techniques for drawing benefit from the role play.
 - a) Once it is completed I open the situation to the class for general discussion.
 - b) Once the volunteer "family" has begun to demonstrate its dynamics, especially if a family council is in progress, I allow any member of the class, who feels like he can assist, to either come to quietly take the place of one of the "family" members or to stand behind one of the members and *openly state what he thinks that family member is thinking*. I make sure that a class member who wants to help actually gets up and moves into place. I do not allow them to shout out from their seats. Using this method it seems better to allow a longer time to have the problem worked through. But in any case, when the role play has bogged down or the end of the period is approaching, I stop the role play activity to allow open class discussion.

The profit in using role play is the discussion it engenders and the involvement it produces. Role play of this type also allows students to work through solutions to puzzles that arise and helps them learn from one another. I would never force role playing on a class. The most a teacher can do is suggest it and invite student participation.

Carry Me Back to Ole Virginny

In teaching the child development sequence in the past, one of the great difficulties I have experienced is not that students fail to accumulate sufficient knowledge from books or lectures but that they fail to *experience* the *sensation* of passing through developmental stages. The result often is that their behavior is little changed and that the knowledge they accumulated is forgotten rapidly. What I would like to have happen is to have my students get involved with the feeling of developing, and I have searched for ways of bringing this feeling about. Let me share with you a technique that I have used to help recreate some of these sensations as well as to stimulate discussion of human development and critical periods occurring in the lives of individuals.

I bring into class on a given day a large quantity of old newspaper. I invite the class to clear as much of the available floor space as possible. Then I ask each of them to lay out on the floor a patch of newspapers large enough to hold his body. There is no special significance in the newspaper; if schools had carpeted floors to offer more flexible levels on which to conduct classes then newspapers would not be necessary, but newspapers do provide some cushion between students and concrete or asphalt floors.

After having each student identify his space on the floor, I ask them all to imagine himself as a child in the womb and to roll up on the floor in a position which actively demonstrates that feeling. I then invite my class to begin the process of physically unfolding themselves as they imagine their own growth through life. Allow each student to unfold and grow at his own pace. Ask the class to go through this process with eyes closed. This will often reduce the embarrassment which might be felt. Encourage each member at the outset to really try to get a feeling of himself at every age. *Do not, however, interrupt the process once it has begun.* Try to make your instructions clear at the beginning and then encourage your students to follow their own impulses. *As with most of these techniques, a practice will help you to know what you feel comfortable doing.*

After a period of time, sufficiently long for students to go through a number of developmental stages (ten minutes minimum), encourage groups of from four to eight members to sit together to discuss their experiences. It usually helps to have previously identified these discussion groups. Fifteen minutes or more of discussion in these small groups will usually prime your class for a more general, perhaps more academic discussion of the topic. In any case, some learning would have already occurred and your class will more than likely be involved. The whole class will find it easy to draw their experiences into the formal discussion of developmental stages. I think that you will find the class period exciting.

Put Your Money Where Your Mouth Is

In an effort to bring some excitement into the teaching of values and needs and the process of maturing, and also to bring students' values as well as their understanding of subject matter out into the open without undue threat, I occasionally employ an auction technique.

Using this technique takes a degree of creativity on the part of the teacher as well as a thorough acquaintance with the subject matter, but it is fun. What I do is to identify a list of elements which I feel have value for the sequence which we are learning. I list them in a concrete manner. For example, for a socialization sequence, I might develop the following:

1. A person who would be a perfect model for living.
2. An injection which would guarantee a never failing creative capacity.
3. An atmosphere which provides a perfect combination of affection and control.
4. Parents whose needs never conflicted with those of their children.
5. An atmosphere in which an individual's developmental needs are met as they occur.

6. A pill that would guarantee your always being able to cope with any environment.
7. A house in which you would always be safe.
8. The ability always to accurately perceive your own values.
9. A set of blueprints which would always tell you the socially acceptable behavior to exhibit.
10. An antihangup pill.



A list of 10 to 20 items is adequate. It is usually advisable to place each item on the list twice. Print a copy of your entire list. Distribute the list to each student. This becomes the catalogue of items to be auctioned. Then suggest that each student possesses a specified amount of money, two or three thousand dollars is usually enough. Ask them to spend some time budgeting their money across the items to be auctioned. Five minutes is plenty of time for budgeting. Then begin the bidding just as you would if you were an auctioneer at an art sale, or invite a student to act as auctioneer, if you would like to bid, too. Ask each student to keep track of every item they bid on, their own highest bid and whether they obtained the item by being the highest bidder. Upon completion of the auction allow the students to discuss their own behavior, how they perceived the items they bid on, their perceptions of the whole list, etc. This initial discussion is usually best done in small groups because it allows each student to express himself adequately. However, total classroom discussion can also go well.

The value of this exercise is as a vehicle for getting students to express their feelings and perceptions toward subject matter that can often be boring. It also allows the instructor to discuss with students the characteristics that make one item important and another less so or actually costly. The auction has always proven to be a way for me to involve my students. Even the usually inattentive seem to respond to the sense of competitive play.

Reba, there are many more "games" I could share with you and readers of the *Illinois Teacher*. I realize that the techniques I have suggested are but a few of the many that anybody could come up with. They are time consuming, but I think purposefully so.

Students respond to TV and movies because these media are interesting. Students also learn from them. Activities within the classroom ought to be interesting, too. Lectures sometimes are interesting to a goodly number of students and I think that when lectures are effective means of encouraging learning they ought to be used. But we can meet the challenge of expanding our techniques for encouraging learning by

looking beyond lectures, tests, repetition, and individual learning.

I know I learn better when I am cooperating with someone else, that is why I look to small groups to facilitate learning. I know I learn better when I am actively involved in learning and when I am enjoying myself. That is why I look for ways of including a sense of fun and excitement in the work of accumulating knowledge. I know that under the present system we cannot be transporting students on an eternal field trip; that is why I look for things that can be done in the classroom. I realize that *I am most involved* when I feel that I can express myself to others without fearing ridicule and with a sense of competence based on knowledge I possess; that is why *I like to ease students into the unknown through the known*. Personal experience has been for me the thing I know best and with which I feel most comfortable so I try to capitalize on the personal experiences of my students. I am certain that they will add to their experiences as they realize that the experiences they have already accumulated are prized.

Fondly,



Thomas J. Long
Assistant Professor

1-30-70

TL-jal

"Teachers like to see the results from their efforts, and direct them accordingly. But the most precious fruits of a good teacher's work are those that he is never likely to see."

--Livingstone



TEACHING TECHNIQUES

In Volume XIII, No. 2, we requested techniques which "made the day" for you and your students.

In our Human Development and the Family Unit, I usually introduce each lesson either by showing a familiar object or a quotation on a flash card and asking the students to write their reactions. Just writing never works; by the time they have finished they are so excited it overflows and a lively discussion follows. One student said to another once, "That's why I love this class, thinking is a privilege in here."

Some of the objects I use are:

- a mouse trap
- a rope
- a step ladder
- a door knob
- a padlock
- a clock that does not run
- a chain
- a withered flower
- a drinking glass in which the bottom has been removed

Some of the quotations I use are:

- "A man is measured by his principles and not by his height."
- "Of all the things you wear your expression is the most important."
- "A man may fail many times, but he isn't a failure until he begins to blame somebody else."
- "The best place to look for a helping hand is at the end of your own elbow."

Mrs. Irene Kathy Lee
El Dorado High School
East Campus
El Dorado, Arkansas

INTERPERSONAL PERCEPTUAL PROBLEM SOLVING AMONG FAMILY MEMBERS

Reba J. Davis

Jim celebrated his 13th birthday with his friends. He got home 2 hours after the time he agreed to return home. Jim's dad looked at his watch. What can Jim do? (The following material describes an approach which teachers might use to cultivate effective problem-solving behaviors.)

Solving family problems can be democratic, pleasant, and growth-inducing. Frequently, family members lack sufficient learned behaviors to facilitate problem solving at this level.

One of the aims of family life education is to assist students in developing behaviors which are effective in solving family problems. Developing and using these behaviors require well-designed learning opportunities.

Dewey¹ calls the schools a special environment. This special environment can be cultivated in ways which encourage students to solve real problems. When students are encouraged to understand their own values and valuing processes² as well, learning increases. Add the dimension of interpersonal perception, and though the situation becomes more complex, it also becomes more like everyday life. Everyday life is multidimensional with one decision affecting another. Both students and teachers experience this relationship in decision making every day. Sometimes they talk about these experiences. Generally, when they do talk about decisions for everyday life, everybody learns.

Teacher Behavior

Teacher behavior is extremely important in helping students develop effective behaviors. Johnson and Seagull³ consider it necessary that the teacher be an effective person who has learned the following emotional and behavioral "skills":

1. Awareness of self.
2. Awareness of the process of relating to people and the environment.

¹J. Dewey, *Democracy and Education*, New York: The Free Press, 1916.

²L. E. Raths, M. Harmin and S. B. Simon, *Values and Teaching*, Columbus, Ohio: Chas. E. Merrill, 1966.

³J. L. Johnson and A. A. Seagull, "Form and Function in the Affective Training of Teachers," *Phi Delta Kappan*, November 1968. Quoted with permission of author and publisher.

3. Taking the interpersonal risks involved in being creative, critical, and independent.
4. Learning to be flexible.
5. Learning to communicate one's needs and desires unambiguously rather than engaging in maladaptive or defensive behavior.
6. Commitment to and involvement in the process of learning.
7. Learning to solve problems through discussion, so structured that *solving the issue is primary and evaluation of the discussants minimal*.⁴
(Italics added)

These behavioral skills contribute to the teacher's ability to teach in the affective domain; therefore triggering a "safe" entry into the cognitive aspects of learning. "Safe" denotes removal of as much fear and threat as possible from the learning environment. One approach to the development of these skills is involvement with interpersonal perceptual problem solving.

Interpersonal perceptual problem solving (IPPS) is the application of perceptual psychology to a problem solving process. Combs⁵ discusses three basic principles of perceptual psychology. He says that the *basic concept of perceptual psychology is that all behavior of a person is the direct result of his field of perceptions at the moment of his behaving*. "More specifically, his behavior at any instant is the result of (1) how he sees himself, (2) how he sees the situations in which he is involved, and (3) the interrelations of these two."⁶ It becomes feasible then for him or others to suggest that behavior (mine and yours) changes as beliefs or perceptions are changed. When I see things differently, I will behave differently; so will you.

The second principle of perceptual psychology is that of all the perceptions existing for an individual, none are so important as those he has about himself. "We now know that even an individual's adjustment or maladjustment is likely to depend on the ways in which he perceives himself."⁷

Combs sees the third principle of perceptual psychology as: "The most important thing about man is his existence, the fact of his being and becoming."⁸ This notion implies that *everyone is always motivated to be and become as adequate as he can be in the situations as he sees them*.

⁴*Ibid.*, p. 166.

⁵A. W. Combs, *The Professional Education of Teachers*, Boston: Allyn and Bacon, Inc., 1965.

⁶*Ibid.*, p. 12.

⁷*Ibid.*, p. 15.

⁸*Ibid.*, p. 16.

Situation	Problem	Facts to Use	Values to Use	Possible Actions	Possible Consequences	Additional Resources Needed	Check Conflicting Values	Decision	Action	Accept Consequences	Evaluation
Person 1	As I See It	As I See Them	As I See Them	As I See Them	As I See Them	As I See Them	As I See Them	My	My	My	My
Persons 1 and 2	As We See It	As We See It	As We See It	As We See Them	As We See Them	As We See Them	As We See Them	Our	Our	Our	Our
Person 2	As I See It	As I See Them	As I See Them	As I See Them	As I See Them	As I See Them	As I See Them	My	My	My	My

Figure 1. Interpersonal Perceptual Problem Solving

IPPS

With these principles in mind, let us look at the construct, "Interpersonal Perceptual Problem Solving" (IPPS) (see Figure 1). Some commonly accepted steps in solving problems are given across the top of the figure. These steps do not imply a necessary sequence as one might assume at a glance. The steps are arranged and differentiated as a discussion tool which can help the teacher formulate appropriate questions to stimulate student thinking. Students might find the construct useful after they experience the process. The problem-solving process includes: (1) *Situation* - What is the setting in which the problem exists? What are the physical arrangements? How many people are involved and to what extent? (2) *Problem* - What is the difficulty? Who has it? Is the problem really what it seems to be, or is this only symptomatic of something else? How can we tell? (3) *Facts to Use* - What is known, for sure, in this situation? How many of the prevailing notions are misinformation, but are perceived as factual? How will we use the facts? (4) *Values in Use* - Do we know the individual value hierarchy prevailing here? Are these values working as a part of conscious behavior? Could they be? (5) *Possible Actions* - How many alternatives can be generated as contributing to the solution of this problem? Would some alternatives be more feasible than others? (6) *Possible Consequences* - What would be the likely result of each of the actions proposed in (5)? Could some actions intensify rather than resolve the problem? Why or why not? (7) *Additional Resources Needed* - Would additional resources be required to carry out some of the actions which seem feasible? Are these resources available? If so, how much will they cost in human and material resources? Is it worth it? (8) *Check for Conflicting Values* - Are conflicting values present in one or more of the possible actions? Which values are more important? Why? (9) *Decision* - What action seems best following these deliberations? What is the choice? (10) *Action* - Move the decision into behavior. Sometimes, the decision requires the behavior of waiting, taking another look, etc. (11) *Accept Consequences* - Actions generate consequences. Accepting consequences is a necessary part of decision making. (12) *Evaluation* - What did happen? Was it what was expected? Did other factors intervene which were not anticipated? What was learned? What will be useful in the next round of decision making or problem solving?

Interpersonal perceptual aspects of problem solving are shown on the construct (Figure 1) as Person 1 and Person 2 separately verbalize each step in the process. The center section depicts a stance of "weness" which hopefully can result from deliberate communication, understanding and empathy as Person 1 and Person 2 begin to perceive meanings that the other person holds in the situation. This structured perception might also be beneficial as groups seek to work out solutions to problems.

Evolving a construct and leading others to see possible relationships are somewhat different operations. The questions now become: How can students experience IPPS? What problems do they have? Any problem which needs at least two persons interacting can make usable case situations. For example:

- (1) Jim celebrated his 13th birthday with his friends. He got home *two hours after* the time he had agreed to return home. Jim's dad looked at his watch. What can Jim do?
- (2) Sally's folks went on a month's business trip during the school year. Mary and her family invited Sally to stay with them during the month. Sally always left her clothes right where she got out of them. Mary thought Sally should pick up after herself. Mary liked to keep her room neat. What can Mary do?

The selected case situations may be presented to students on a ditto. A series of numbers could appear under the question, "What can Jim do?" Students would be asked to think about and write some things that Jim could do. Probably about 5-10 minutes is enough time for this. Group discussion could follow using a planned questions sequence like:

1. What can Jim do? Someone could write these answers where all could see.
2. Is there a problem here? Who has it? What is it? Could there be any other problem?

Other questions might come directly from those given in the description of the construct IPPS. Students need to clearly understand the *value of seeing the other person's point of view*.

One specific technique for achieving empathic understanding, seeing the other point of view, is described by Rogers.⁹ He suggests that one rule in conversation might help. This rule says that each person can speak up for himself only after he has first restated the ideas and feelings of the other person in the situation, and has done so to the first person's satisfaction.

It might be helpful to role-play some of the possible actions suggested by the students to let them try out this rule. Such practice could lead them to some important discoveries, i.e., It is difficult to be very angry with a person when you really try to understand how they see the situation.

As students generalize the processes in IPPS, they may draw their own picture of what happened. We realize that some people think in pictures and others think in paragraphs. We need teaching techniques and materials for both kinds of thinkers. For those who think in pictures, this IPPS construct may be helpful. We hope that *no student will ever be required to memorize the steps* as listed. This would defeat the purpose of the materials.

A major purpose of these materials is to enhance interpersonal

⁹C. Rogers, "Communication: Its Blocking and Its Facilitation," Evanston, Illinois: Northwestern University Information, Vol. XX, No. 25.

HUMAN DEVELOPMENT IN THE FAMILY¹

Janice L. Lochary

When knowledge is discovered in an atmosphere of mutual care and involvement of each individual with others; when a different attitude is not immediately condemned as wrong, but is evaluated for its own worth; when each person is accepted as worthy; when none feel threatened; true learning and growth can occur.

People are the greatest resource of any nation. A nation may be judged as rich or poor depending upon how fully the institutions of that country enable each individual to become all that he is capable of being.

Traditionally, parents were solely responsible for the development of the child from birth through adolescence and for transmitting an understanding of family functions and roles from generation to generation. Today, extended families are geographically widespread and family members dispersed each to his own interest and activities. Many young adults in all socio-economic groups lack sufficient models. They flounder as they seek to answer such questions as, "Who am I?" "Am I a worthy human being?" "How will I build a family of my own?"

To help individuals adjust to the changes in family life and to meet the challenge of living in today's world, a course, "Human Development in the Family," was initiated in September, 1968, at Albert Einstein High School in suburban Montgomery County, Maryland. At its first offering, fifty-eight students elected the one-year course open to senior boys and girls. One hundred and eighty students enrolled the second year.

Groups Involved in the Program

The course, Human Development in the Family, is currently taught by a seminar teacher and a nursery school teacher. A nursery school for four-year-old children is held in a room adjacent to the home economics living room where the seminar class is held.

The teachers share the general planning for the course. The nursery

¹Speech presented at the Home and Family Life Section of Adult Education Association of U.S.A. during the Galaxy Conference on Adult Education in Washington, D.C., December, 1969. Mrs. Lochary was gracious to prepare this manuscript *after* her presentation! She and husband have since moved to Eden Prairie, Minnesota where he was transferred.

school teacher assumes the responsibility for maintaining the nursery school and directing the planning and teaching of the high school students as they teach on a rotating basis in the nursery school. The seminar teacher plans the day-to-day classes and directs the activities of the high school students when they are in the seminar. Both of the teachers counsel with the individual high school students.

We believe that the best way to study human development is to work with developing human beings. Neighborhood children participate in the nursery school three days each week from early October through late May. The high school students, who *choose* to work in the nursery school, prepare lessons and teach for three days, each six weeks period.

Parents of the nursery school children participate in a volunteer child-study group. They view films, hear speakers, discuss topics of interest to them, etc. The teachers and high school students are available for help and guidance to this group. The nursery school parents share their experiences with the high school students. These young parents help us bridge the gap between the adolescents and their parents. For example, a young parent whose child was born out of wedlock, shared her experiences with the students. This was a real-life learning situation for these students. The young parent felt that she was making a real contribution, too.

The community offers a wealth of resources for a true laboratory in living. Lawyers, ministers, social workers, sociologists, marriage counselors, and many others tell the class about their work and their lives. They bring the experiences of the real world into the classroom. In addition, students go out into the community and participate in Head Start classes and work as teacher-aides in a nearby elementary school. The students are often invited to work with local extension groups, homemakers' clubs, and child-study groups to help answer questions on changing values, family patterns, or the problems adolescents are facing today. The many groups involved in the program and the diversity of learning experiences provided create an experience with an outreach far beyond the classroom and the school.

Goals of the Course

The outstanding goal of the entire experience is an increased feeling of worth by each individual and the formation of a more realistic and positive feeling about his own strengths and weaknesses. In Human Development, each person's opinion is valued when it is honestly and thoughtfully given. Teachers and students share in a common experience of self-understanding and personal growth. We try to help all students feel comfortable and at ease. We work toward an atmosphere free of ridicule where adolescents can begin to work out who they are and can begin to think about where they are going.

We want students to learn general patterns of human growth and development and factors which affect these patterns. We want them to discover that behavior is caused and that the reasons behind behavior are multiple and complex. It is hoped that students will also gain in

their understanding of past and present family life, the family as it progresses throughout the life cycle, and the importance of wise use of family resources.

Goals for the young children include: an increased feeling of worth, a gain in the feeling of autonomy, an increased feeling of trust, and an opportunity to develop socially, emotionally, physically, and mentally to the extent of their abilities. Parents learn more about their children and feel more confident in their own abilities as parents while they are making a positive contribution to their school and community.

Course Plan

The first two weeks are spent in understanding the course and getting to know one another. The next four weeks are spent preparing for the work with young children as curriculum, equipment, lesson planning, and guidance are discussed. Students explore the needs and characteristics of young children.

Nursery school opens, and students begin work there and in the community. On the days when students work with the children, they cannot attend seminar. Discussions are taped and printed material is prepared so that those not in seminar can review what was missed.

The next eight-week period provides an opportunity for intense study of the development of self and some theories of personality development. The family in our contemporary society is studied in the next four weeks as the students identify changes which are occurring in roles and functions of the modern family. The next area of study includes twelve weeks in which the students trace the changes and adjustments of the family throughout the life cycle. The final six weeks unit in the management of family resources provides a time for senior students to experiment with decision making and consumer buying and *gain an understanding of the ways family management affects the lives and well-being of the family members.*

Activities and Resources

The success of a program such as Human Development lies in the use of rich and varied resources and activities which meet and challenge the interest and ability of each student enrolled.

Outstanding classroom activities include: reaction to books such as *Dibs in Search of Self* by Virginia Axline; the keeping of a journal or log of very private thoughts about happenings, readings, or ideas; self-inventories; simulated games; role playing; student panels; and many outside speakers.

Many books at *many reading levels* are provided so that each student can pursue his own special interests at his own level of comprehension. An assortment of paperback books as well as hard-cover texts

are provided for overnight use. Films, filmstrips, records, tapes, and current periodicals are used for enrichment.

Summary and Conclusions

For all involved in the Human Development program, the experience is a one-in-a-lifetime one. For the four-year-old, nursery school is a "special school just for me." For his parents, an opportunity is provided for greater understanding of their own child and the child he will soon become. For the community, a chance is provided to extend a hand to others and form a chain of mutual help and individual and corporate growth. For the high school student, the course can be, "The first course I ever took where I can be myself," and an opportunity to explore that self that he is allowed to be. For the teachers of the course, a never-to-be-forgotten experience, for as each student shares his life with her, she is a richer person. *Her care and concern are the key to the success of the program.*

When knowledge is discovered in an atmosphere of mutual care and involvement of each individual with others; when a different attitude is not immediately condemned as wrong, but is evaluated for its own worth; when each person is accepted as worthy; when none feel threatened; true learning and growth can occur.

The class belongs to the students. Their interests and needs decide the direction it will take. Each student, however, needs help if he is to realize his potential in all aspects of his development. The task, then, is to help each student attain his optimum development, thus enabling him to help others and to enrich the world in which he lives. If this can be attained, we will be on the way to finding the answer to the riddle of education.

"Happiness is not perfected until shared."

* * *

"The responsibility of tolerance
lies with those who have wider
vision."

--George Eliot

* * *

"Past experience should be a guide post,
not a hitching post."

ADULT EDUCATION TO STRENGTHEN FAMILY LIFE

Hazel Taylor Spitze

In order that this appeal, for increased family life education for adults, reach those who can have the greatest influence, the editors of the ILLINOIS TEACHER urge you to call the article to the attention of the Director of Adult Education in your school district, preferably with a personal note and some underlining to point out those ideas which you wish to emphasize.

Should adult education seek to promote family stability or to hasten the coming of the Brave New World in which there are no families? Is the family an obsolescent institution?

Sociologists seem to be in general agreement that families will continue for the foreseeable future. Sewell, speaking to the Adult Education Association on "The Future of the Family" made no prediction of its demise.¹ Coser says that "the modern family need not be regarded as breaking down."² Anderson has stated that he has

never seen any definitive research that has revealed data to support the negative attitude that the family is "on its way out." On the other hand, there is both historical and empirical evidence that the family is here to stay. A brief look at the history of mankind reveals that the family group has always been in evidence and has persisted despite . . . depression and war. Anthropological research has never extended into the past beyond some form of family group.³

History is replete with examples of the importance of the family; for example, Mumford notes in his history of the city that during the sixteenth century when the consolidation of power in political capitals was accompanied by a loss of power elsewhere, "the family was the sole group, outside the state, whose existence was looked upon as self-validated, the only group that did not need the gracious permission of

¹William Sewell, University of Wisconsin, in a speech to the Home and Family Life Section, AEA, at the 1964 conference in Milwaukee.

²Rose Laub Coser, *The Family: Its Structure and Functions*, New York: St. Martin's Press, 1964, p. xxii.

³Wayne J. Anderson, *Design for Family Living*, Minneapolis: T. S. Denison and Co., Inc., 1964, pp. 29-30.

the sovereign to exercise its natural functions."⁴ Earlier in that century Sir Thomas More, in his *Utopia*, had based his ideal of human organization upon the family.⁵

Sir Geoffrey Vickers of the English Mental Health Research Fund has said that "in a world of flux, it is constancy, not change, that requires explanation."⁶ If the family has been a constant for so many centuries, how can it be explained? Surely it must perform functions important for the human race. What are these functions? Are they constant or changing? Perhaps some of its functions are to be found in each of these categories.

Coser assumes that "the family is adapted to the structural arrangements of the society."⁷ As society changes, one would expect that the family would change. With the industrial revolution, families ceased to be the production units that they had been earlier; and as the center of religious activities moved from the family of early America to institutions of religion, another function was altered. Ogburn has said that "the big changes start first in the economy, and the family then changes to meet new socioeconomic conditions."⁸ The family has also been referred to as a "giant shock absorber" which attempts to cushion individuals from the impact of social change.⁹

Functions of the Family

In spite of social change, some functions of the family seem to persist. According to Coser, the main functions of the family are (1) the institutionalization of social fatherhood, (2) the establishment through marriage of alliances outside of blood relations, (3) the imposition of social norms on the biological organism, and (4) the bestowing of social identity on its members. She adds that "in all these tasks the family ensures the victory of the social over the biological. In the basic sense perhaps more than in any other the family can be said to represent the essence of social, that is *human*, life."¹⁰

⁴Lewis Mumford, *The City in History*, New York: Harcourt, Brace and World, Inc., 1961, p. 355.

⁵Quoted in Mumford, *op. cit.*, p. 325.

⁶Geoffrey Vickers, "Ecology, Planning, and the American Dream," in Leonard J. Duhl, ed., *The Urban Condition*, New York: Basic Books, Inc., 1963, p. 380.

⁷Coser, *op. cit.*, p. xiii.

⁸E. E. LeMasters, "Social Change and the Related Changes in Sex Roles," in Robert D. Boyd, ed., *Changing Concepts of Productive Living*, Madison: The University of Wisconsin, University Extension, 1967, pp. 103-104.

⁹*Ibid.*

¹⁰Coser, *op. cit.*, p. xxviii.

Sewell has emphasized the continuing importance of the affectional function of the family in both husband-wife and parent-child relationships.¹¹ According to Parsons, the modern family is a specialized agency with two primary functions: the socialization of the child and the stabilization of the adult members of the family.¹² Similarly LeMasters says "the American family is entrusted with some of our most imperative functions such as the socialization of the next generation and the internalization of moral norms."¹³ And Hill says that "society has assigned to the family the heaviest of responsibilities: the socialization and orientation of the young, and the meeting of the major emotional needs of all citizens, young and old."¹⁴

With such responsibilities thrust upon families, surely its members require a great deal of education to prepare for them, not just during childhood and youth but continuing throughout adulthood.

Broudy has said that "among societal problems none is more urgent and more cogent than those that arise out of the family organization," and added that students should be helped to "interpret the problems of family life in a modern technological society."¹⁵

Raths calls attention to the need for family life education when, in discussing the many ways of life to which children are exposed through mass media and modern living conditions, he says, ". . . by themselves children cannot profit greatly from exposure to this myriad of choices. If the *family* as a *unit* has been exposed to all these choices, if the family as a unit could discuss the reasonableness or unreasonableness of what has been presented, every child might learn something of the meaning of these new ways of living."¹⁶ How many parents are capable, without some adult education for their family roles, of guiding such discussions?

Much direct teaching and learning goes on in families, but that which occurs indirectly may sometimes be even more important. For example, children "absorb" ideas about work, about civic responsibility or about their fellow human beings that can affect their adult behavior in a variety of ways. Lambert and Klineberg found children's concepts

¹¹Sewell, *op. cit.*

¹²Quoted in Josephine Staab, "The Complexities of Assessing Productive Living in the Family," in Boyd, *op. cit.*, p. 123.

¹³LeMasters, *op. cit.*, p. 117.

¹⁴Quoted in LeMasters, *ibid.*

¹⁵Harry S. Broudy, "Home Economics as General Education," in *Contemporary Issues in Home Economics: A Conference Report*, Washington: National Education Association, 1965.

¹⁶Louis E. Raths, Merrill Harmin and Sidney B. Simon, *Values and Teaching*, Columbus, Ohio: Charles E. Merrill Books, Inc., 1966, p. 17.

of other groups indicating an acceptance of stereotyping which they believe begins at home. As parents try to give their children a sense of national identity, they unwittingly introduce ideas that people who are different are not quite as good, according to these researchers. Their study revealed that the more *facts* children had about another people's ways of life, habits and personalities, the fewer critical remarks they make about that people. But with little objective information, they make vague judgments such as "different" or "bad."¹⁷ Again, how many parents can carry these important responsibilities without some adult education for their family roles?

In using the term *role*, I would make clear that I do not mean the sense in which Lynd¹⁸ suggests role playing as an interference with the development of self-identity. I do not mean, for example, that preparation through adult education for the "father role" would be to prepare one to behave "the way others who represent social standards expect a father to behave," nor "the individual's response to these expectations and his expectation of approval if he acts in the appropriate manner." Rather, I mean the behavior of a well-integrated person with adequate self-identity as he expresses himself as a father and reacts with his children, carrying out his responsibilities as a parent.

Any casual observer can note that all is not well with the family. Divorce rates are often cited as evidence, as indeed they are. They are also often used to suggest that in our times and in our country families are in greatest trouble. The higher divorce rates today in the United States may indicate, rather, that there is more equality of the sexes than elsewhere or at other times, and couples in "holy deadlock" need not stay together.

Social Problems and the Family

Many of today's social problems are related to family difficulty, either as cause or result, or perhaps both, in a circular effect. An example is mental illness. A study by Eshleman¹⁹ has given evidence of the reciprocal relationship between one's mental health and the health of his marriage. As a result of his findings, Eshleman recommended efforts in two directions: (1) reduction of societal conflicts to aid in the development of mentally healthy individuals, and (2) the education of persons for realistic expectations in marriage in order to increase possibilities for a higher degree of integration within their own marriage. Again, education for family roles is indicated, much of it *after* marriage.

¹⁷Wallace E. Lambert and Otto Klineberg, *Children's Views of Foreign Peoples, a Cross-National Study*, New York: Appleton-Century-Crofts, 1967.

¹⁸Helen Merrell Lynd, *On Shame and the Search for Identity*, New York: Science Editions, Inc., 1961, p. 186.

¹⁹J. Ross Eshleman, "Mental Health and Marital Integration in Young Marriages," in *Journal of Marriage and the Family*, Vol. 27, No. 2, May 1965, pp. 255-262.

An interesting experiment in the treatment of mental illness in the home also indicates the relation between family life and mental health. The therapist met the clients (seven boys so severely disturbed that they had been removed from the public school) in their individual homes and "treated" the whole family by demonstration, play and games, and other appropriate means. In all, sixty-nine individuals were involved during the three-year treatment of the boys; all seven boys were returned to the public school able to make a satisfactory adjustment. Six of the seven families made significant progress, and the social workers felt that the method had economy in a variety of ways, especially in the prevention of mental illness in other members of these families.²⁰

Another serious problem of today's society is that of unemployment and unemployability. Vast sums are being spent on vocational education, and recently it has been accepted that in many cases this must be combined with basic education, but there seems to be little recognition that employability is also closely related to family life. Values about whether one should work, for example, and values about punctuality, industry, and dependability are likely to be learned in the home. Energy to work is influenced by whether one has adequate food and rest at home. Competency on the job and accident and absentee rates are profoundly affected by emotional states related to marital happiness, freedom from worry about children, and the like. Even a highly educated person is not likely to perform well in his profession when his marriage is on the verge of dissolution or a child is engaging in delinquent behavior.

Other examples might also be given. The family is important both to the individual and to society. Responsibilities as family members--husband, wife, parent, grandparent, son, sister--are tremendous and require continuous preparation. The ways in which these responsibilities are discharged have far-reaching effects.

Sponsorship of Adult Education for Family

To what extent is adult education helping individuals to meet such responsibilities? Not long ago I asked the director of an outstanding adult education program in a large midwestern city what his school offered in education for family life. His reply: "We have some very popular classes in sewing." Examination of brochures from around the country reveals that his reply was not unique. I would submit that offerings of Dressmaking I, II, and III, Tailoring, Knitting, Millinery, Cake Decorating, and Interior Design do not constitute a program of adult education for family living.

What kinds of adult education are needed to strengthen family life, to prepare persons for their family roles?

Programs can be sponsored by public or private agencies; they can

²⁰Rachel A. Levine, "Treatment in the Home: An Experiment with Low Income, Multi-Problem Families," in Frank Reissman, Jerome Cohen, and Arthur Pearl, Eds., *Mental Health of the Poor*, New York: The Free Press of Glencoe, a Division of the Macmillan Co., 1964, pp. 329-335.

be conducted via classes, clubs, discussion groups, television, displays, newspapers, or in a hundred other ways. The ultimate responsibility, it seems to me, for seeing that appropriate adult education for family roles is available to all, lies with the public schools. We have been proud of our heritage of public education "for all the children of all the people." Our democracy must now provide public education for *all the people*.

Content Needed in Family Life Education

Regardless of where the family life education is offered, it should be carefully planned to include experiences designed to teach the factual relationships, develop the skills, and foster the attitudes which will help all persons serve the functions which family membership demands. The following will surely be important components:

- (1) Child development
- (2) Management, problem solving, decision making
- (3) Communication
- (4) Interpersonal relations and group dynamics
- (5) Self-understanding and development of self-esteem
- (6) Understanding of the bases for physical and mental health
- (7) Understanding of the relation of the family to other institutions in the society.

Some of the traditional courses may still find their place in this needed schema. There may even be Sewing I and Sewing II if it seems that developing sewing skills will enable a woman to express creativity, increase her self-confidence, or help her solve some problems in managing the family income. But they will not be front-and-center, and they will not crowd out mothers' participation in child care groups where they learn more about how to rear well-adjusted children, or discussion groups in which husbands and wives learn how to communicate better, or courses in which nutrition is studied in relation to health and mental development.

If, as Coser suggests, it is in the family that we learn to be human, then families are worth protecting and strengthening. Family members must learn how to meet each other's affectional and emotional needs and to help keep each other stable. If it is in the family that moral norms and values are developed, family members ought to be able to communicate these norms and values. If parents are responsible for orienting and socializing the next generation, they should be given all possible help in meeting this tremendous responsibility.

Adult education has done a great job in Americanizing immigrants and improving agricultural production; it is beginning to do well in eliminating illiteracy and providing job training; it has made important contributions in civic and cultural areas. It is time now for a strong emphasis on strengthening families. Every Governor's Commission on

adult education, every "master planning" group for adult education, and every Advisory Committee on adult education should have at least one member who speaks loudly and clearly for this emphasis. Workshops should be organized to define more fully and specifically the content needed to prepare family members for today's functions--and tomorrow's.

Here is a challenge for every adult educator. The family you save may be your own!

". . . speaking of adult education for the masses. It is our most obvious need . . .; we cannot have an educated nation or a true democracy till they are educated; adult education is the only road that leads to this goal." --Livingstone

* * *

"Knowledge gives confidence; confidence gives enthusiasm; and with knowledge, confidence, and enthusiasm you can do great things."

* * *

"A task without vision is drudgery. A vision without a task is a dream. But a task with a vision is the hope of the world."

* * *

"A friend is the jewel that shines brightest in the darkness."

* * *

"If the teacher is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." --Gibran

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PERSONAL • HOME AND FAMILY • EMPLOYMENT

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FOREWORD

If we are to meet the demands of today's society, we must be able to teach those segments sometimes unfortunately labeled deprived. They do not require a special set of techniques nor do we use a special set of principles to guide us. They do require EXCELLENCE in teaching. While mediocrity in teaching performance may be hidden when students are highly able and highly motivated from sources outside the school, it shows dramatically when the learning is more dependent upon the school and the teacher.

In this issue of the ILLINOIS TEACHER we are suggesting some keys to excellence in teaching and including some helps to this excellence. Two poems by "teachers who care" may offer some inspiration. The need for self-acceptance by both teacher and students is discussed, and some research showing a relation between teacher expectation and student achievement may remind us of why some children fail.

Some new teaching aids and some original games are described to help teachers and students find excitement in learning nutrition. The charts in the center of the issue may be removed for greater usefulness to students. Visual aids prepared by teachers in the Consumer Education Workshop, summer 1969, are shared; and an "idea that worked" for a reader concludes this issue. We hope to hear from many more readers.

Hazel Taylor Spitze
Editor for This Issue

SOME KEYS TO TEACHING THE NEEDIEST

Hazel Taylor Spitze

We hear a great deal these days about students with special needs. Who are they? Try as I may, I have not been able to think of a single person who does not have special needs. We also hear of people who are disadvantaged. Who are *they*? What makes a person disadvantaged? Is it a disadvantage to be born with straight hair at a time when the "in" thing is curly hair, or to be skinny and straight when the "in" thing is curves? Are we disadvantaged when we are *different* in *unaccepted* ways? Who decides what is to be accepted?

Is it a disadvantage to be poor in today's affluent society? Perhaps it depends on how you feel about it, and how other people react to you as a result of it. Is it a disadvantage to be black in a society that is predominantly white? Again, it may depend on how people react to you as a person and how you feel about yourself. Is it a disadvantage to be crippled, or hard of hearing, or slow to learn, or socially isolated? Maybe, maybe not. Some of our greatest people had some of these characteristics.

No one ever speaks of wealth as a disadvantage. Yet, the lack of challenge felt by many of today's teenagers, because they were born "middle class" and have the knowledge that "the old man can afford" whatever they want, may be the most serious disadvantage they face. Being poor has been an advantage to many people, but *being looked down upon because of being poor* is always a disadvantage. To alter this disadvantage, it may be necessary to alter the attitudes of those in other circumstances rather than simply trying to make everyone affluent. The attitude of *teachers* is of particular importance.

How can a teacher know her students' special needs, their disadvantages?¹ She could learn some of them by observation in class, of

¹The Illinois State Plan for the Administration of Vocational-Technical Education defines "disadvantaged persons" as those who "have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services, or both, in order for them to benefit from a vocational education or consumer or home-making education program. It includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large"

This Plan defines "handicapped persons" as those who are "mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health-impaired"

It specifies that the following criteria be used to determine

course, and some by personal conferences. She could find out more by home visits and by studying the records in the school office, and still more by questionnaires, check lists, free writing, autobiographies and by just listening. If a student had an inkling that the teacher *cared* to know, he or she would be delighted to tell her more and more.

Caring

And that is the first *key* to teaching the disadvantaged, teaching those with special needs, teaching *anyone*. We *care* about our students as *persons*. Later sections of this issue of the ILLINOIS TEACHER will expand upon this idea. (See pp. 214-215.)

Communication

The second key is the ability to communicate. Communication involves a sender, a receiver, and a message. If communication is to be effective, the message must, obviously, be in a language that both sender and receiver can understand. When teachers use the language they learned in college courses to explain the concepts they are attempting to teach, the receiver may perceive it as if it were in a foreign tongue. Sometimes *words* can be understood but the *message* not received. Very difficult concepts can be taught to the very young or the undereducated adult if the teacher understands them well enough to explain them in simple language. If her understanding is not so clear and she merely repeats language she heard in college courses or read in textbooks, communication is likely to be nil.

Communication can also fail when the receiver perceives the sender as feeling superior or "high and mighty." Being a teacher does not make one better than students, and students know this very well. When *teachers* do not know it, there is trouble.

eligibility for special programs of vocational education:

- (a) Are overage for grade by at least 2 years;
- (b) Have difficulty communicating in writing or speaking;
- (c) Are frequently absent from school or work, without apparent cause;
- (d) Are presently, or frequently, unemployed;
- (e) Have a reading level at least 2 grades below grade placement;
- (f) Are from families dependent upon social agencies for support or are themselves so dependent;
- (g) Need economic assistance to stay in school;
- (h) Are physically or mentally handicapped and subject to one or more of the kinds of disadvantages listed above;
- (i) Other criteria which clearly indicate educational, social, cultural, economic, or other similar disadvantage.

Expectations

The third key to teaching the neediest is in the expectations we have for them and the expectations they have for themselves. If teachers expect failure, they usually get failure; and this failure teaches the students to expect failure for themselves. *Success* is motivating. How can teachers lead their students into success experiences? Even mice behave differently when people expect them to succeed, as will be seen in the article on page 221.

Relevant Content

A fourth key to teaching those with special needs is to choose curriculum content which is relevant to those needs; and since needs vary, curriculum must vary.

What makes curriculum content relevant? The students must see a relation between what they are asked to learn and their own daily lives and expected future. This gives content its meaning. They must see usefulness in it. The knowledge must be seen as a way to help solve *their* problems.

Today's society and its attendant problems suggest increased attention to consumer education, nutrition, management, and human relationships. When we teach this content *well*, we may not have time left to teach period styles of furniture, the intricacies of blenders, the types of dinnerware, the thread count of percale sheets, the styles of table service, or even to make bound buttonholes and eggs a la goldenrod.

Content for teaching consists of the *principles* in the identified areas, the factual relationships which we all need to understand in order to make reasonable decisions. For example, consumers need to understand the relation between where they buy and the price they pay for a given service or piece of merchandise. *Commands*, such as "Shop around before you buy" or *judgments* like "Everyone should avoid borrowing at finance companies" do not constitute curriculum content. The principle that "prices vary with market sources" *is* important content with wide generalizability. Of course, proclaiming this in an illustrated lecture will not do the job we have to do, and that leads us to our next key.

Sensible Techniques

The fifth key is to use techniques² that make sense to the students, techniques that help meet their needs and keep them interested. In this

²See also *Choosing Techniques for Teaching and Learning* by Hazel Taylor Spitze. Home Economics Education Association--NEA, 1201 16th St., Washington, D.C. 20036, 1970. Order No. 261-084-02. \$2.50. 40 pp.

issue we suggest some tools and techniques which we think may meet these requirements. (See pp. 242-251.) If we can lead students to draw conclusions, to discover the principles, and to enjoy the process, we are going to *teach* rather than just "keep school." And we probably will not have to waste any time on "discipline problems."

Resources

The sixth key I would suggest for teaching the neediest is to have suitable space, materials, equipment, and references with which to teach. The use of community resources, both people and things, is of particular importance. Field trips can seem real if carefully chosen and planned.

Reading materials are also an important part of this key. For those students who are disadvantaged by having reading abilities below their grade level, special help is needed. Since the average high school class includes students with reading levels ranging from lower elementary grades to college, references on several levels are required. If a single textbook is used for all students, some will find it too easy and therefore boring, some will find it too difficult and therefore frustrating, and only a few will perceive it as "about right." Even *they* may find it dull, since textbooks are not famous for being exciting. Home economics references on low reading levels are not numerous, but some are available. A bibliography of some of these will be included in an AHEA report of the Workshop on Innovations in Consumer Education to be published in summer 1970.

If we would help students to develop positive attitudes toward learning and to want to continue learning after their schooling is over, we could do so by providing interesting reading materials on their levels, especially the kinds of materials which will be available to them for continuing study. These include government bulletins, popular magazines, newspapers, paperbacks, commercial publications, and the like. The average adult rarely consults textbooks, and if that is the only source of information to which students are introduced, continuing reading for the purpose of solving day-to-day problems is unlikely.

Visual aids, suited to the learner and the teaching objective can be important resources too. Some examples are suggested on pp. 252-256.

We need to explore other kinds of resources, too. What kind of equipment do we need in our laboratories to encourage experimentation and discovery learning? Are "unit kitchens" and sewing machines adequate?

What do we need in our "library" besides reading materials? Some audio-visual materials offer opportunities for independent study and individualized instruction. Some concrete objects inspire ideas. Perhaps a lending library of children's toys could encourage students to try them with young siblings or neighbors and observe that some

toys can teach. They might even show mothers how one toy helps a two-year-old develop in one way while another is better for another kind of development, and still another really does almost nothing in any area. Reporting these experiences to the class is likely to be more interesting to both reporter and class than the usual report based on reading Chapter 5.

Adult Education

The seventh key to teaching those with special needs is to keep on teaching them as long as they live. Adult education is the fastest growing area of education today and must continue to be. Continuing learning has always been important and as society becomes more complex and changes become more rapid, this importance increases. We have two decades of childhood and youth and *five* decades of adulthood, and it is the adults who must assume responsibility for both themselves and the children. They must make most of the decisions, pass the laws, allocate personal and public money, elect officials, etc. Yet, our educational efforts have been largely with children. It is time now to extend our commitment of public education for all the children of all the people to *education for all the people*.

Part of the adult education that is needed is vocational education. What kind of education is required to make people employable? Some of it, of course, is job skills, and home economics has an important part in this area. But job skills are not enough. Home economics has another role to play, too, in helping people develop self-esteem, physical and mental health, and positive attitudes (toward work, for example), without which no person is employable. Much of this occurs in the family. In this sense, then, consumer and homemaking education becomes vocational education.

Other keys to teaching the neediest could be identified. We feel that these are some of the more important ones, and we are attempting in the rest of this issue to provide some concrete examples, enlargements, clarifications, and suggestions to help good teachers be even better. There is no more important job in today's society than teaching the neediest.

A TEACHER CARES FOR ME?

Reba J. Davis
Graduate Assistant
University of Illinois

What difference does it make?
That teacher doesn't give a damn about me.
What's more, she's got it made.
She doesn't *need to know* whether I exist or not.
Yeh, look at her. So *big!* So *smart!*
If that's what *school* does to people, I can live without *that*, too!

Just look at my paper. I don't see a grade. But she wrote all over it.
Green ink!
I won't even look at it.
I knew *she* wouldn't like it. I *said* what I thought!
Do I dare to *peek* at it? Surely, I can't hurt *much* more than I already do.
Hey! She liked *that idea!* She said so!
Why would *she* write *that* to me?
I *can't believe* this teacher. *Comments* instead of a grade. And green
ink, not red!
She *wanted me* to *talk* in class, too.
She wanted me to tell how I *felt*.
She didn't laugh at me.
What does this mean?

She asked what I would *like to do*.
Who knows? I certainly don't! So far, teachers have always *told me what*
to do.
I really can't say that *out loud*.
They'd laugh me out of school!
Read? Are you kiddin'?
This hour just to explore what we have around here???
Say, this looks interesting. It has lots of pictures. I can *read* this.
This makes sense!
I'd *like to tell* the others about this.

Care? What difference does it make?
I can't believe she might care, but I didn't know it could *feel so good*
to *think* she does.
But wait! Not so fast!
Does she really know I exist?
What does *she* want from me?
Is it *possible* for her to be *this happy* because I learn?
Could it be that *she really cares for me!!!!*
Maybe, *school* is not so bad after all.
I wonder . . . Could I be a *teacher*?

BECOMING A TEACHER

Peggy H. Haney
Graduate Assistant
University of Illinois

I plan and worry and type and ditto
My lessons for class tomorrow.
With frightened eagerness
I seek to capture the wandering minds
And wills of sixteen budding lives.

Attendance taken, attention gained.
Seeds of wisdom begin to flow
To the floor, to the ceiling, out the open door.
My seeds fall on fertile minds,
But, seeds not suited for these minds.
These seeds, this day then get ground
Or drowned, or merely float away
To the land of unsuccessful lesson plans.

Dejection, sorrow, tears
Not so much for moments and students lost,
But for the teacher within me
Who will not teach.
The teacher who still chooses to remain
But a hidden potential.
Perhaps tomorrow or next week.

Back to typewriter, files, and books.
To ivy walls of teaching philosophy
That will blossom as it surely must tomorrow.
My objective states, "To stimulate students...,"
"To help students understand...."
But my yellow page might well remain blank.
But then,
Perhaps tomorrow I will stimulate something,
Perhaps that sleeping teacher within.

One day, JoAnne had a spark of interest in her eye,
But as most sparks go, it died.
The fire had not been built quite right
Or protected from strong drafts of past experience.

Last week, Ben twisted his red beard with pride
While acknowledging the applause of his classmates
To his simple play.
One day, many weeks ago, the hidden teacher
Emerged for a moment and laughed and loved her students.
But, she's not returned.

I catch myself not worrying about my *lesson* sometimes now,
But, *students*.
This, the objective in the past, of course,
But perhaps, only on the yellow page.

THE NEED FOR SELF-ACCEPTANCE

Reba J. Davis
Graduate Assistant
University of Illinois

Who am I? How do I fit into my family, my peer group, my community? What is my reason for being? Would it matter if I did not exist, if I just vanished from being? Would I be missed, or would anyone really care? Would anyone be relieved? What will my contribution to society be?

These questions and many others of a similar nature need answers as human beings approach mature thinking. Many of these answers come from within the self, reflected from the interpreted responses from associates within society and from learned value concepts. Jersild (1:3) points to one fact which has emerged from his work in classrooms, in conferences with teachers, and in the literature dealing with the theoretical issues involved. "The teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance.

How one feels about one's self begins with the realization that one has or is a self, separate from others and his environment. The concept includes a person's total picture of himself.

"Attitudes toward self (the combination of all the characteristics which make the individual a distinct person at any particular time) begin developing in the home before the child enters school. If his experiences with parents, siblings, and other relatives and friends are wholesome, he discovers that he is accepted; this helps him in turn to accept others and to accept himself" (2:37).

Most psychologists agree that every significant act is done to satisfy some need. Maslow thinks of these needs as ranging from lower to higher order needs, as follows (3:146-154):

- Physiological needs, for satisfaction of hunger, thirst
- Safety needs, for security, order, stability
- Belongingness and love needs, for affection, identification
- Esteem needs, for prestige, success, self respect
- Need for self actualization.

The lower to higher order indicates that needs of the lower level (e.g., hunger, thirst) must be satisfied to a considerable extent before the next higher need is sharply felt. The starving person, for example, will risk his life to obtain food since physiological needs take precedence over safety needs.

According to Maslow other principles which apply to need satisfaction are:

- (1) Growth is a gradual shifting from one step to the next without sharp delineation between the levels.
- (2) The shift from one level to the next occurs only when the lesser need is gratified.
- (3) Lower needs do not disappear as the upward climb occurs; they simply shift to levels of lesser importance.

The need for self-acceptance begins in the belongingness and love need level, progresses to self-respect, then toward refinement in the need for self-actualization.

Self-concept formation is a developmental process (4:42). As an individual tries to close the gap between his real self and his ideal self, his self-perceptions change, although they increasingly resist change. Habitual behavior develops as the individual selects certain modes of solving problems and discards others. At the same time, others develop typical ways of behaving toward him which confirm his own feelings about himself. The self is continually modified, undergoing elaboration as the individual moves through successive stages of development.

Patterson (5:214-216) suggests that mental health is often proposed as a goal of counseling activities, both group and individual. He holds the view that mental health may be judged partially in terms of how an individual perceives and feels about himself. A positive self-regard or self-esteem is a requirement of mental health. Negative self-regard is a characteristic of poor mental health. Positive self-regard does not require the individual to be satisfied with himself in all respects. It includes the acceptance of shortcomings, without their overshadowing his assets and strengths.

Delaney (5) has emphasized that feelings of hatred, anger, and hostility are normal human emotions. He contends that these feelings must be recognized, verbalized, and guided toward acceptable means of expression if the individual is to lessen guilt, anger, and fear. When psychic energy is used for guilt, anger, anxiety, and fear, there is little or no energy for more positive activity. Thus, the acceptance of both positive and negative feelings, and adequate behavior patterns for dealing with them, make a definite contribution to self-acceptance.

To be able to understand and sympathize with a child who is hostile (and all children are, more or less), the teacher must face his own hostile tendencies and try to accept the implications of his anger as it occurs, say, in his annoyance with his pupils, in his impatience with himself, and in his feuds with other teachers (1:82-83).

To help a pupil to have meaningful experiences, a teacher must know the pupil as a person. This means that the teacher must strive to know himself. To have insight into the child's strivings and the

problems he faces, the teacher must strive to face the same emotional problems in his own life.

Ohlsen (2:38-40) suggests several kinds of goals which the student, and the adults who guide him, should work toward to diminish self-disparagement and to encourage self-acceptance:

- (1) Satisfactory adjustment between what he wishes he were and what he is;
- (2) Deciding what he cherishes most in life and examining how these values relate to his goals;
- (3) Developing acceptable relationships with his teachers and classmates;
- (4) Finding friends and developing an understanding of friendship;
- (5) Clarifying his feelings toward others in his family and learning to understand and accept their feelings toward him.

If the teacher is to be of help to the child in regard to his self-acceptance, the teacher's acceptance of him must be made apparent. Ohlsen suggests the following teacher behaviors as being helpful in this respect (2:43-45):

The teacher should be aware of his overtures to the child. These may seem to have little meaning to the teacher, but are likely to be very important to the child.

The teacher should recognize and accept the fact that the young child will expect affection from this new and important adult, the teacher.

The teacher should let the child know that he is missed when he is absent.

The teacher can try to help the child understand that he is accepted even when his behavior is not.

When the child makes a contribution worthy of special recognition, the teacher should help the group express their feelings so that the child will understand they really appreciate him and his contribution.

The teacher can try to protect the child from becoming embarrassed because the group expects something from him which he cannot do.

The teacher can try to learn how a child's parents feel about him and how they treat him.

The teacher can find out how a child's peers feel about the child.

The teacher can try to find out how the child sees himself in school groups.

The teacher can try to help the child make friends with his classmates.

The teacher can try to help the child earn recognition from his peers.

The healthy person seeks acceptance from others, and wants to accept others, but he does not allow these and other wishes to interfere with being honest with himself and others, and with developing his own potentialities. He does not say "yes" when he means "no." He also realizes that when he falsifies his feelings, he loses some respect for himself and conveys lack of respect for the individual who asks the question.

Carson (6:18) describes a thrilling adventure in learning with her nephew, Roger:

When Roger visited me in Maine and we have walked in these woods I have made no conscious effort to name plants or animals nor to explain to him, but have just expressed my own pleasure in what we see, calling his attention to this or that but only as I would share discoveries with an older person. Later I have been amazed at the way names stick in his mind, for when I show color slides of my woods plants it is Roger who can identify them. "Ah, that's what Rachel likes - that's hunchberry!" Or "that's Jumes (juniper) but you can't eat those green berries - they are for the squirrels." I am sure no amount of drill would have implanted the names so firmly as just going through the woods in the spirit of two friends on an expedition of exciting discovery.

This incident may have some implications for a healthy, wholesome relationship between student and teacher going on the exciting journey toward self-acceptance. Sharing emotions in a friendly, warm atmosphere; where the range of acceptable behaviors would have enough flexibility to permit and encourage the development of the sense of wonder about self. When this sense of wonder is cultivated, it can be counted on to grow. The reinforcements received by the individual from those whom he trusts will be a factor in his being able to accept the findings. How often an unthinking adult plants and cultivates negative feelings of worth in the child in everyday situations. The thoughtful teacher who is at least as interested in the student as in the subject matter might well choose to further explore the need for self-acceptance.

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SOME ASPECTS OF TEACHER-STUDENT RELATIONS AND STUDENT ACHIEVEMENT,
OR,
WHAT DO YOU EXPECT OF YOUR STUDENTS?

Hazel Taylor Spitze

Does a teacher's attitude have any effect on the development of a student? Does the student's perception of the teacher's attitude influence his efforts to achieve? Does teacher expectation affect student performance? Does teacher acceptance affect motivation?

These are important questions without definitive answers. But attempts have been made to answer them, and some evidence is available which suggests that the answers may be Yes.

Some of the research has been done by Harvard's Rosenthal who found, first, that graduate assistants who expected their rats to show superior performance, because they had been falsely informed that they had been given "genius" rats, actually observed superior performance; and that the same kind of rats consistently turned in poor performances when the experimenters were told that their rats were dull.

Later, Rosenthal reported similar findings with children. He administered an intelligence test to all pupils below sixth grade in a school serving a lower socio-economic status neighborhood and told the teachers, falsely, that the test would show which pupils would begin to "spurt ahead" academically. He then gave the teachers the names of 20 per cent of the student body, randomly selected from all grades and all ability levels, and told them that every pupil listed would improve dramatically within a year. A year later he retested all the children still in that school and found that those on the teachers' lists had an average IQ gain appreciably greater than that of a control group representing the rest of the student body. The pupils found to have gained most from the teachers' favorable expectations were those of a disadvantaged minority. He also found that teachers described the classroom behavior of the "high expectation" pupils as showing more interest and curiosity, as seeming more appealing and happy, and as being better adjusted and having a better chance for a successful future.¹

¹Robert Rosenthal, "The Social Psychology of the Behavioral Scientist: On Self-Fulfilling Prophecies in Behavioral Research and Everyday Life," paper prepared for New Directions in Social Science Research; Fourth Annual Research Conference, North Dakota State University, November 11, 1967. See also his article, "Teacher Expectations for the Disadvantaged" (with Lenore Jacobson) in *Scientific American*, 218(4) (April 1968). His books include *Experimenter Effects in Behavioral Research* (New York: Appleton-Century-Crofts, 1966), and (with Lenore Jacobson) *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development* (New York: Holt, Rinehart and Winston, 1968).

Other psychologists, too, have formulated theories suggesting that "we are what we think people expect us to be" and that some children are victims of educational self-fulfilling prophecies (e.g., Clark, Sears). One specialist in the education of the mentally retarded has advised that how a teacher feels toward a child may be less important than how the child thinks the teacher feels.²

Davidson and Lang measured pupils' self-perception and their perception of their teachers' view of them and noted their school achievement and classroom behavior. They found a positive and significant correlation between self-perception and the pupils' perception of their teachers' feelings toward them, and they suggested that "the child with the more favorable self image was the one who more likely than not perceived his teachers' feelings toward him more favorably." Perhaps it could as easily have been stated that when children perceive their teachers as favorably inclined toward them, their self-image improved. Goldberg has said that "to the extent that the child's feeling of acceptance by the teacher raises his estimate of himself, teacher responses to pupils might play a stronger part than expected in the development of the pupils' self-concepts."³

Davidson and Lang's findings also included: (1) The more positive the children's perception of their teachers' feelings, the better was their academic achievement and the more desirable their classroom behavior as rated by the teachers. (2) Children in upper and middle social class groups perceived their teachers' feelings toward them more favorably than did children in the lower social class group. (3) High achievers perceived their teachers' feelings more favorably than low achievers, regardless of social class. (4) Girls generally perceived their teachers' feelings more favorably than did boys. (5) Some teachers were perceived as having more favorable feelings than others.⁴

As noted by Fenner in the NEA Journal, April 1968, some studies (Bragg, Whiteley, Boggess) have revealed that students perceived their teachers as rather disinterested in them. Taba and Elkins deplore this situation; speaking of culturally deprived children, they say, "Little is expected of them, and they, in turn, offer little. As a manifestation of the self-fulfilling prophecy, they expect little and get little Their meager achievement further lowers their

²Merle B. Karnes, University of Illinois, in a speech to the teachers' section of the Illinois Home Economics Association at their annual conference, 1965, in Chicago.

³Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," in A. Harry, Passow *et al.*, eds., *Education of the Disadvantaged* (New York: Holt, Rinehart and Winston, Inc., 1967), p. 59.

⁴Helen H. Davidson and Gerhard Lang, "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self Perception, School Achievement and Behavior," *Journal of Experimental Education*, 29(2) (December 1969), 107-118.

self-expectation and generates hostility to school, teachers, and the whole business of learning."⁵ Likewise, Deutsch, noting that differences between lower-class and middle-class children increase through the elementary school years, says that "school has a negative effect" on these children.⁶

One example of high teacher expectations for culturally deprived children and unusual achievement is shown in the work of Superintendent Sam Shepard in St. Louis. Within six years he brought the children in a slum district to slightly above national norms in reading and achieved almost comparable advances in mathematics. Observers have reported that "he had the vision to see the human potential of those he served . . . the courage to challenge the stereotypes . . . the quality of leadership to persuade his principals and staff to forget these things and hold their pupils to the same high standards of expectations as other children were held to."⁷

Katz suggests that "rejection of students . . . tends to elicit emotional responses (fear, anger, humiliation) that are detrimental to intellectual functioning . . . [while] acceptance . . . has a social facilitation effect upon their ability to learn."⁸ He also believes that we can expect motivation to be low when the student has a low expectancy of academic success.

The Norfolk Experiment in preparing the hard-core unemployed to become self-sustaining is another example of the importance of self-esteem and of teacher acceptance and high expectations in the achievement of students. Ninety of the one hundred men who began the occupational training received diplomas one year later, and all of the ninety were employed within six months.⁹

The concept of self is one of the important factors considered by Puder and Hand in a review of literature designed to increase understanding

⁵Hilda Taba and Deborah Elkins, *Teaching Strategies for the Culturally Disadvantaged* (Chicago: Rand McNally and Company, 1966), pp. 12-13.

⁶Martin Deutsch, "Facilitating Development in the Pre-School Child: Social and Psychological Perspectives," *Merrill-Palmer Quarterly*, 10 (July 1964), 249-263. (Quoted in Taba and Elkins, *op. cit.*, p. 13.)

⁷Dan Dodson, "Education and the Powerless," in Passow *et al.*, *op. cit.*, pp. 68-69.

⁸Irwin Katz, "Review of Evidence Relating to Effects of Desegregation on the Intellectual Performance of Negroes," in Passow *et al.*, *op. cit.*, p. 149.

⁹Lyman B. Brooks, "The Norfolk State College Experiment in Training the Hard-Core Unemployed," in Frank W. Lanning and Wesley A. Many, eds., *Basic Education for the Disadvantaged Adult: Theory and Practice* (Boston: Houghton Mifflin Company, 1966), pp. 385-386.

of the interrelationship of personality and learning, especially in regard to low literacy adults.¹⁰

Gage, Leavitt, and Stone's study, on the other hand, "did not provide support for the proposition that teachers should understand their pupils."¹¹ The authors stated, however, that "it is too hasty a conclusion that teachers' understanding of their pupils is unrelated to any valued phenomena." Their selection of understandings to measure may have contributed to the lack of significance found, or perhaps, the teacher's *understanding* of the pupil is less important in the latter's development than the teacher's *acceptance* of him as a person.

One small effort to shed light on these problems was the author's study of student perception of attitudes of teachers toward them as persons. In this study 387 students' perceptions of the attitude of each of their teachers toward them as persons was measured and related to later school grades and other factors.

The subjects constituted the entire population of two rural high schools and of the home economics students in an urban high school (all in Illinois), excepting those who were absent on the day the instrument was administered. Seventeen of the 404 instruments had to be discarded because of incomplete data, leaving an N of 387, of which 170 were male and 217 female.

On the instrument used to measure SPAT, the students' perception of their teachers' attitudes toward them, the students were asked to list their courses and teachers and to check, for each teacher, the column which best represented how they thought this teacher felt about them as persons. The five columns were headed: (1) cares a great deal about me as a person, (2) cares a little, (3) no attention one way or the other, (4) is against me, (5) is very much against me. The instrument was administered by the principal or a teacher about mid-semester in the fall of 1965.

At the end of that semester, students' grades in each subject, and their IQ scores, were obtained from the principals. Data were analyzed by means of a SSUPAC missing data correlations program.

A mean SPAT (i.e., the mean score derived from a given student's perception of all of his teachers) was computed for each student, and then a mean of these means, or a composite mean SPAT. There was no significant correlation between this composite mean SPAT and the sex of the students nor between the composite mean SPAT and the students' IQs. The correlation between IQ and mean grade point was, of course, positive and significant beyond the .001 level.

¹⁰William H. Puder and S. E. Hand, "Personality Factors Which May Interfere with the Learning of Adult Basic Education Students," *Adult Education*, XVIII(2) (Winter 1968), 81-93.

¹¹Carl R. Rogers, *Client-Centered Therapy* (Boston: Houghton Mifflin Company, 1951), p. 427.

The SPAT for each course was compared with the students' mean grade for that course, and the correlation was significant at the .01 level for English, science, home economics, and physical education, all correlations being positive and indicating that those students who perceived their teachers as caring for them as persons made higher grades. Lower level positive correlations, not statistically significant, were found for math, social studies, agriculture, business subjects, and industrial arts. Negative, but not significant, correlations were found for art and foreign languages.

The composite mean SPAT was in the "cares a little" range, and only thirty-eight students had individual mean SPATs in the "indifferent," and five in the "is against me" ranges.

Of the 387 students, ninety did not have any teacher who they felt "cared a great deal" for them as persons, but only seven had no teacher who did not care at least a little. It would be interesting to know whether a student is more highly motivated to achieve when some teachers care a great deal and others are against him than when all teachers are indifferent. His mean SPAT might be the same, but it would seem that having even one teacher who is really concerned; according to the student's perception, might be a very positive influence on motivation.

Do students perceive teachers in different subject areas as differing in their attitudes toward them? One would need many more teachers for each subject area, than were included in this study, to draw any general conclusions. However, the table below shows the findings in this regard and might be added to those of other studies to, at least, generate some hypotheses. Here, each subject was represented by from two to several teachers. Art, in which only one school had a teacher, has been omitted.

PERCENTAGE OF STUDENTS PERCEIVING THEIR TEACHERS' ATTITUDES
TOWARD THEM IN THREE CATEGORIES, RANK ORDERED BY SUBJECT
IN EACH CATEGORY

"Is against me"		Indifferent		"Cares about me"	
Subject	%	Subject	%	Subject	%
Foreign language	10	Math	30	Business	85
Agriculture	9	Music	29	Foreign language	81
Industrial arts	6	English	22	Home Economics	80
Math	4	Science	21	Industrial arts	80
Social studies	4	Social studies	17	Physical educ.	80
Music	4	Agriculture	17	Social studies	79
English	3	Physical educ.	17	Science	76
Science	3	Home Economics	17	English	75
Home Economics	3	Business	15	Agriculture	73
Physical educ.	3	Industrial arts	14	Music	68
Business	0	Foreign language	8	Math	66

Much more knowledge is needed regarding interpersonal relationships within the school. At this point in our learning, however, it seems fairly safe to assume that no harm is likely to result from teachers being accepting of students and having realistically high expectations for them. Carl Rogers makes a plea for teacher attitudes of this sort in the concluding paragraphs of a chapter in which he applies the concepts of client-centered therapy to teaching. He says:

Much of present education appears to be operationally based on the assumption, "You can't trust the student." Acting on this assumption, the teacher must supply motivation, information, organization of the material, and must use examinations--quizzes, recitations, oral exams, course examinations, standardized achievement tests--at every turn to coerce the student into the desired activities.

The approach we have been discussing is based on an assumption diametrically opposed, that "You can trust the student." You can trust him to desire to learn in every way which will maintain or enhance self; you can trust him to make use of resources which will serve this end; you can trust him to evaluate himself in ways which will make for self-progress; you can trust him to grow, provided the atmosphere for growth is available to him.¹²

Teachers who wish to pursue these ideas further will find suggestions for teacher behavior and valuable helps in self-understanding in Rogers' works.

¹²*Ibid.*

RELEVANCE IN CURRICULUM CONTENT AND TEACHING TECHNIQUE

Recent research in nutrition, suggesting relationships between dietary intake and mental development, mental health, body chemistry, and the like, adds to its importance as a central part of the home economics curriculum. It can be an exciting part. Teachers and students today need not look upon it as dull and boring. Nothing could be more relevant, and with well-chosen techniques, it can be enjoyable, too.

Games of various kinds can add fun and excitement while preserving the structure of the content. Some examples, created by teachers and student teachers, follow¹ on pages 242-251.

Several of these games utilize the Comparison Cards of the National Dairy Council (see footnote, p. 244) available in sets of 50 based on teenagers' nutritive requirements (or 42 based on adult requirements). These cards show nutritive value of these 50 foods in terms of per cent of RDDA. We often felt the need for information, in per cent, for other foods. We, therefore, prepared the charts on pages 230-240 to extend the possibilities. Reference source used was "Nutritive Value of Foods," USDA Home and Garden Bulletin No. 72,² and computations were made by a graduate student using a calculator. They have been carefully checked, but if any reader finds an error, we would appreciate being notified.

Additional Comparison Cards could be easily made by Xeroxing the "skeleton" of the NDC cards and adding strips of colored paper to match the bar graphs on the cards. The numbers on our charts provide the data for strip length and simplify the task for the foods included (a total of 137).

¹See also "Putting Nutrition on the Line," by Hazel Taylor Spitze, in *What's New in Home Economics*, April 1970.

²Available for 25¢ from Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402.

Continued on page 242

The charts on the following pages are placed in the center of the issue to facilitate easy removal for teachers who wish to place them in a folder for student reference. Additional copies of this issue are available if multiple copies of the charts are desired. Duplication is permitted if credit is given. Photographic procedures are preferable so as to avoid reproduction errors.

The charts are especially designed to simplify the learning of how nutritive values vary in common foods. Since the concept of "100% of each nutrient each day" is much easier to understand than separate concepts of 5000 units of Vitamin A, 55 grams of protein, 18 milligrams of iron, etc., all values are given in per cent of RDDA. (The *number* of calories is also given.)

The charts are a useful accompaniment to the Comparison Cards of the National Dairy Council (see footnote page 244), and it is suggested that the columns be colored to match the nutrients on those cards.

The chart on page 241 may be useful in helping students make calculations from the Nutritive Value Charts.

NUTRITIVE VALUE OF COMMON FOODS IN PERCENT OF RDDA

	Pages
Milk and Milk Foods.	2
Meat and Eggs.	3-4
Vegetables	5-6
Fruits	7-8
Cereals.	9
Bread, Cakes, and Pies	10-11
Sweets, Fats, and Salad Dressings.	12

Prepared in Project HELLM (Home Economics Low Literacy Materials),
 Division of Home Economics Education, University of Illinois,
 Hazel Taylor Spitze, Director; Reba J. Davis, Peggy H. Haney,
 Cynthia Theiss, Assistants. 1970.

MILK AND CHEESE

Food	Amount	Number of Calories	Calories % RDA*	Protein % RDA*	Calcium % RDA*	Iron % RDA*	Vit A % RDA*	Vit B ₁ % RDA*	Vit B ₂ % RDA*	Niacin % RDA*	Vit C % RDA*
Whole milk	1 cup	160	8	16	36	1	7	8	28	1	4
Skim milk	1 cup	90	4	16	37	1	0	10	29	2	4
Buttermilk	1 cup	90	4	16	37	1	0	9	29	1	4
Milk gravy	one half cup	215	11	9	19	1	12	6	15	2	0
Proc. cheese	1 slice or 1 oz.	105	5	12	27	2	7	0	8	0	0
Cottage cheese creamed	one half cup	120	6	28	13	2	4	3	19	1	0
Cocoa	1 cup	235	12	16	36	5	8	9	30	3	4
Ice cream	one half cup	145	7	5	11	1	7	3	9	1	2

Suggestions for using these charts:


- To check your own diet at home. See if you are getting 100% of each of the nine main nutrients at the top of the charts. An easy way to do it is with a chart. Write what you eat in one day in the left column. Make columns for the nine nutrients. Look up for each food you ate and fill in. Add total at the bottom and see how you did.
- To find out how to make your diet 100% if it is not already. Look up the foods that rate 10% or higher. They are the richest foods for that nutrient. How many will it take to make your diet rate 100%?
- To teach your children or others about eating for good health.
- To play certain kinds of games.

*RDA = Recommended Daily Dietary Allowance. These charts show per cent of RDA for women 22-35 years of age. Recommendations vary, usually slightly, for other ages and for males, and more markedly for pregnant and lactating women. See *Recommended Dietary Allowances*, Seventh Revised Edition, 1968. National Academy of Sciences, National Research Council, Food and Nutrition Board, 2101 Constitution Ave., Washington, D.C. 20418. (About \$2.00.) Exact RDAs from which calculations were made here are: Calories 2000, Protein 55 grams, Calcium .8 grams, Iron 18 mg., Vit. A 5000 I.U., Vit B₁ 1 mg., Vit. B₂ 1.5 mg., Niacin 13 mg., Vit. C 55 mg.

MEAT AND EGGS

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Bacon	2 slices	100	5	9	0	3	0	8	3	6	0
Beef pot pie	1 pie 4 inches across	560	28	42	4	23	37	25	18	35	13
Beef roast lean and fat	3 oz. or 1 large helping	375	8	45	1	18	0	6	13	35	0
Bologna	2 slices	172	9	12	0	6	0	9	8	11	0
Chicken noodle soup (canned)	1 cup	65	3	7	1	3	1	2	1	6	0
Chicken (lean)	3 oz. or 1 large helping	115	6	36	1	8	2	5	11	57	0
Chicken pot pie	1 pie 4 inches across	535	27	42	8	17	60	25	17	31	9
Chili with beans	1 cup	335	17	34	10	23	3	8	12	25	0
Corned beef	3 oz. or 1 large helping	185	9	40	2	20	0	1	13	22	0
Dried beef 2 oz., about	10 slices	115	6	34	1	16	0	4	12	17	0
Ocean perch	3 oz. or 1 large helping	195	10	29	3	6	0	8	6	11	0
Fish sticks	2 sticks	80	4	14	1	1	0	2	2	5	0
Ham	3 oz. or 1 large helping	245	12	33	1	12	0	40	11	24	0
Hamburger	1 large or 3 oz.	245	12	38	1	15	1	7	12	35	0
Liver (beef)	1 medium helping or 2 oz.	130	6	27	1	28	606	15	158	72	27

MEAT AND EGGS (Continued)

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B % RDDA	Niacin % RDDA	Vit C % RDDA
Lunch meat (canned)	2 slices or 2 oz.	165	8	14	1	7	0	18	8	0
Pizza 	1 section 5 and one half inches	185	9	13	13	4	6	4	8	7
Pork chop	one half large chop or 2 and one half oz.	186	13	29	1	12	0	63	12	0
Pork Roast	1 large helping or 3 oz.	310	15	38	1	15	0	78	15	0
Pork Sausage	2 links or 2 oz.	270	13	19	1	7	0	44	13	0
Salmon, pink canned, in- cluding bones	one half cup or 3 oz.	120	6	31	21	4	1	3	11	0
Steak, lean	1 medium helping or 2 and one half oz.	143	7	38	1	14	0	6	11	0
Tuna	one half cup or 3 oz.	170	8	44	1	9	1	4	7	0
Wiener	1	155	8	11	0	4	0	8	7	0
Egg	1	80	4	11	3	6	12	5	10	0

VEGETABLES

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Dry Red Beans	one half cup cooked	115	6	14	5	13	0	6	3	6	0
Green beans	one half cup	15	1	2	5	8	7	4	3	3	8
Beets	one half cup	25	1	2	1	2	0	2	2	2	10
Cabbage slaw	one half cup	60	3	1	3	1	2	3	2	1	32
Cabbage cooked 10 minutes	one half cup	17	1	2	5	1	2	3	2	2	51
Carrots raw	1 carrot 5 inches long	20	1	2	2	2	110	3	2	2	7
Carrots cooked	one half cup	22	1	1	3	2	152	4	2	3	8
Celery, raw	one half cup	7	1	1	2	1	2	1	1	1	8
Corn on cob (yellow)	1 ear	70	3	5	0	3	6	9	5	8	13
Lettuce	one fourth of head	8	1	1	3	3	7	7	4	2	13
Mustard greens	one half cup	17	1	3	12	7	81	5	6	3	62
Okra	8 pods	25	1	4	10	2	8	11	10	6	31
Onions, raw	1 large onion	40	2	4	4	3	1	4	3	1	20
Blackeyed peas	one half cup	95	5	12	3	9	0	20	4	4	0
Green peas	one half cup	57	3	8	2	8	9	22	6	14	30
Split peas	one half cup	145	7	18	2	12	1	18	7	8	0
Peanuts	one half cup	420	21	34	7	8	0	23	6	95	0
Peanut butter	1 tablespoon	95	5	7	1	2	0	2	1	18	0
Green pepper	1 pod	15	1	2	1	2	5	5	3	2	44
Boiled potato	1 medium potato	105	4	4	1	3	0	11	3	11	36
French fried potato	2 inches each, 10 pieces	155	8	4	1	4	0	7	3	14	22

VEGETABLES (Continued)

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Potatoes mashed with milk	one half cup	63	3	4	3	2	0	8	3	8	17
Potato chips	10 chips, 2 inches across	115	6	2	1	2	0	4	1	8	5
Sauerkraut	one half cup	22	1	2	5	3	1	3	3	1	30
Spinach	one half cup	20	1	4	10	11	146	6	8	4	45
Squash	one half cup	15	1	2	3	2	8	5	5	6	19
Sweet potatoes baked	1 medium potato	155	8	4	5	5	178	10	5	5	44
Tomatoes fresh	1 tomato 2 and one half inches across	35	2	4	2	4	27	10	4	8	62
Tomatoes canned	one half cup	25	1	2	1	3	22	6	2	6	36
Tomato juice	one half cup	22	1	2	1	6	19	6	2	7	35
Tomato soup	1 cup	45	4	4	2	4	20	6	3	8	22
Turnips	one half cup	17	1	1	3	2	0	3	3	2	30
Turnip greens	one half cup	15	1	3	16	4	83	7	11	3	62
Vegetable soup canned with beef broth	1 cup	80	4	5	2	4	65	5	1	9	0

FRUITS

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Apples	1 apple	70	3	0	1	2	1	4	1	1	5
Applesauce sweetened	one half cup	115	6	1	1	4	1	2	1	0	3
Apricots canned	one half cup	105	5	2	2	2	45	2	2	3	9
Bananas	1 banana	85	4	2	1	4	4	5	4	5	18
Cantaloupe	one fourth of a five inch cantaloupe	30	1	1	2	2	65	4	2	5	57
Fruit cocktail	one half cup	97	5	1	1	3	4	2	1	4	4
Grapefruit	one half of a grapefruit	50	3	2	3	3	0	5	1	1	94
Grapefruit juice, canned, unsweetened	one half cup	50	3	1	1	3	0	3	1	1	76
Grape juice	one half cup	82	4	1	2	2	0	5	2	2	0
Lemonade	1 cup	110	6	0	0	1	0	1	1	1	31
Orange	1 orange	75	4	2	8	2	6	16	4	5	27
Orange juice	one half cup	55	3	2	1	1	5	10	1	3	102
Peach, fresh	1 peach	35	2	2	1	3	26	2	3	8	13
Peaches, canned	one half cup	100	5	1	1	2	11	1	2	5	6
Pineapple, canned	one half cup	97	5	1	2	2	1	10	2	2	15
Plums, canned	one half cup	102	5	1	1	6	30	2	2	3	4
Prune juice	one half cup	100	5	1	2	29	0	1	1	4	4
Raisins	one fourth cup	115	6	2	3	8	0	4	2	2	1



FRUITS (Continued)

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Strawberries, fresh	1 cup	55	3	2	4	8	2	4	7	8	160
Strawberries, frozen	one half cup or one half of a 10 oz. box	155	8	1	2	5	1	3	6	6	136
Watermelon	1 wedge, 4 by 8 inches	115	6	4	4	12	50	1	9	5	54





CEREALS

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Bran flakes	three-fourths cup or 1 oz.	85	4	5	2	7	0	11	3	13	0
Corn flakes	1 and one-third cup or 1 oz.	110	5	4	1	2	0	12	1	5	0
Grits	one half cup	60	3	3	0	2	1	5	2	4	0
Macaroni	one half cup	95	5	5	1	4	0	11	5	7	0
Noodles	one half cup	100	5	6	1	4	1	11	5	7	0
Oatmeal	one half cup	65	3	4	1	4	0	9	2	1	0
Popcorn	1 cup	65	3	2	0	2	0	0	1	1	0
Puffed wheat	2 and one half cups or 1 oz.	105	5	7	1	7	0	15	5	17	0
Rice	one half cup	92	5	3	1	4	0	9	0	6	0
Rolled wheat	one half cup	67	4	4	1	5	0	8	2	8	0
Spaghetti	one half cup	77	4	4	1	4	0	9	4	6	0
Wheat flakes	1 cup or 1 oz.	100	5	5	1	7	0	18	3	11	0
Wheat germ	one fourth cup or 4 table- spoons	61	3	8	1	9	0	34	8	6	0

BREADS, CAKES, AND PIES

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
White bread, enriched	1 slice	60	3	4	2	3	0	6	3	4	0
	1 biscuit 2 and one half inches across	140	7	5	6	3	0	8	5	5	0
Cornbread muffins	1 muffin	150	8	5	6	4	2	9	7	6	0
Plain rolls enriched	1 roll	115	6	5	3	4	0	11	5	6	0
	1 waffle, 4 and one half by 3 inches	210	10	13	11	7	5	13	13	8	0
Pancakes	1 pancake, 4 inches across	60	3	4	3	2	1	5	4	2	0
Crackers, white	2 crackers	35	3	2	0	1	0	0	0	1	0
	2 medium crackers	55	3	2	1	1	0	1	2	1	0
	1 doughnut	125	6	2	2	2	1	5	3	3	0
Gingerbread	1 piece, 2 by 2 by 2 inches	175	9	4	5	7	1	6	4	4	0
Plain cookies	1 cooky, 3 inches across	120	6	2	1	1	0	1	1	1	0
	2 bars	110	6	4	3	2	1	2	1	1	0
Angel cake 	1 sector, 2 inches	110	6	5	1	1	0	0	4	1	0
Plain cake no icing	1 piece, 3 by 2 by one and one half inches	200	10	4	4	1	2	1	3	1	0
Chocolate layer cake & icing 	1 sector, 2 inches	445	22	9	10	7	4	3	8	2	0

BREADS, CAKES, AND PIES (Continued)

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Apple pie 	1 sector, 4 inches	345	17	5	1	2	1	3	1	4	2
Cherry pie 	1 sector, 4 inches	355	18	7	2	2	12	3	2	5	2
Custard pie 	1 sector, 4 inches	280	14	14	16	4	6	7	14	3	0
Pumpkin pie 	1 sector, 4 inches	275	14	9	8	3	64	4	8	5	0

SWEETS

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Candy caramels	3 small or 1 oz.	115	6	2	5	2	0	1	3	0	0
Hard candy	7 little pieces or 1 oz.	110	6	0	1	3	0	0	0	0	0
Plain fudge	1 small bar or 1 oz.	115	6	2	3	2	0	1	2	1	0
Jam	1 tablespoon	55	3	0	0	1	0	0	1	0	0
Jelly	1 tablespoon	55	3	0	0	1	0	0	1	0	2
Syrup	1 tablespoon	60	3	0	1	4	0	0	0	0	0
Sugar	1 tablespoon	45	2	0	0	0	0	0	0	0	0
Brown sugar	1 tablespoon	50	2	0	1	3	0	0	0	0	0
Cola drink	1 cup or 8 oz. bottle	95	5	0	0	0	0	0	0	0	0
Ginger ale	1 cup	70	4	0	0	0	0	0	0	0	0
Plain jello	one half cup	70	4	4	0	0	0	0	0	0	0

FATS AND SALAD DRESSINGS

Food	Amount	Number of Calories	Calories % RDDA	Protein % RDDA	Calcium % RDDA	Iron % RDDA	Vit A % RDDA	Vit B ₁ % RDDA	Vit B ₂ % RDDA	Niacin % RDDA	Vit C % RDDA
Butter	1 tablespoon	100	5	0	0	0	9	0	0	0	0
Margarine	1 tablespoon	100	5	0	0	0	9	0	0	0	0
Salad oil	1 tablespoon	125	6	0	0	0	0	0	0	0	0
Salad dressing mayonnaise- type	1 tablespoon	65	3	0	0	0	1	0	0	0	0
French dressing	1 tablespoon	60	3	0	0	1	0	0	0	0	0
Mayonnaise	1 tablespoon	110	5	0	0	1	1	0	0	0	0

FOODS I ATE TODAY

[illegible]

RDDA = Recommended Daily Dietary Allowance

DIRECTIONS: Write foods you ate in left row. Write amount of food in next row, like 1 helping potatoes, 1 slice bread. Look up food value on charts. Fill in amount of food values in each row. Add each row for your day's total. How many columns add up to 100%? In those that do not, what could you eat to make it add to 100%?

CONCENTRITION

Janice Trone
Student Teacher
University of Illinois

The name of this game means *Concentrate on Nutrition*. The board shown below (size about 3 x 5 ft.) was built by the teacher, and questions on three levels of difficulty were hung under four categories of subject matter.

The cognitive level reached while playing the game depends upon the questions. Simple recall or recognition types are easiest to construct, but questions requiring application, analysis, and synthesis are also possible, and the game can still move rapidly. More than 3 difficulty levels could be used.

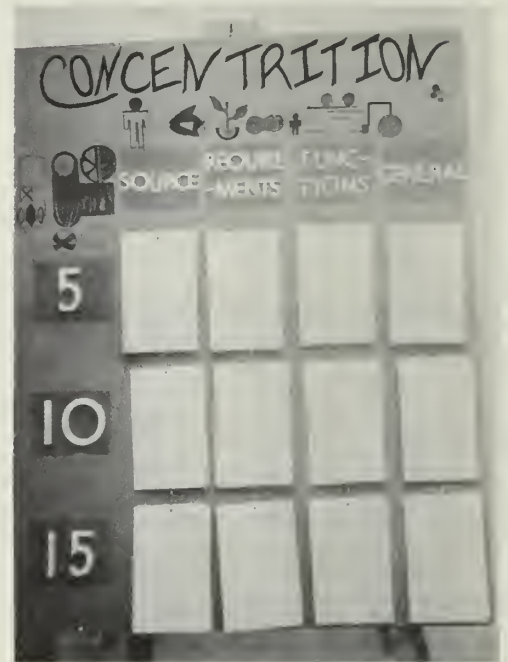
To play the game, the class is randomly divided into teams of any desired size, perhaps 3 or 4 teams of 5 or 6 students. Some means is chosen for determining team order for answering questions. According to the educational objectives, the teacher may specify whether individual team members in turn or whole teams shall answer questions.

Team one chooses a category and a difficulty level, and the question card is turned over and read. A time limit for answering is decided upon, usually 20-25 seconds although it could vary from 10 to 45 seconds according to the students.

If a question is answered correctly within the time limit, the team scores the point value of the chosen question, and the next team takes a turn. If not, the next team has a try. If they, too, fail to answer, then anyone can answer and receive the score. If no one knows, the teacher may give the answer or offer bonus points for looking it up and allow one member of each team to go to the references in a race for the answer.

The winning team can be the first to reach a predetermined score or the one with the highest score within a predetermined time limit. No prize is needed, for "knowing the answers" is its own reward.

The game may be used to individualize instruction and a small group could play while others in the class are engaging in other activities. In this case a key with correct answers may need to be provided for the student who directs the game.



Interest in this game is usually very high and the pace rapid. Any age group can play. For teaching nutrition to an adult class or community group when learners are reluctant participants in such a fast moving activity, teams of younger students could play in a demonstration fashion. The director of the game could repeat the answers to be sure the audience understood, and later the questions could be asked again with volunteers from the audience answering. Or, alternatively, the whole audience could constitute one team and play against the demonstration teams.

Sample Questions

Easiest level (recall of information)

1. Name the Basic Four food groups.
2. How many servings of protein foods are recommended per day?
3. Is it possible to get too much of any vitamin?

Middle level (understanding of simple relationships)

1. What nutrient is lacking in an anemic person?
2. What nutrient provides the main material for building muscle in a growing boy?
3. Which of these foods has the most calcium? liver, ice cream, whole wheat cereal, carrot

Hardest level (application, analysis, or synthesis)

1. Why is iron needed by the body?
2. Which of the following daily dietaries is short on protein?
 - (a) 2 eggs, 4 glasses milk, 4 slices bread, 1 bowl cereal, 1 potato, lettuce salad, green beans, vegetable soup, cake, apple sauce
 - (b) 2 glasses milk, 2 slices bread, 1 hamburger, French fries, broccoli, fruit salad, 1 pork chop, potato soup, pumpkin pie

[Answer: neither one]
3. Which of the following foods would be the best choice for a pregnant woman on a low cost, low calorie, high protein diet?
steak, bacon, cottage cheese, peanut butter, baked beans, hamburger

NUTRITIONAL TIC TAC TOE

Peggy H. Haney
Graduate Assistant
University of Illinois

Nutritional Tic Tac Toe is a game to help students learn important relationships about nutrients and food composition.

Principles which may be learned through playing this game are:

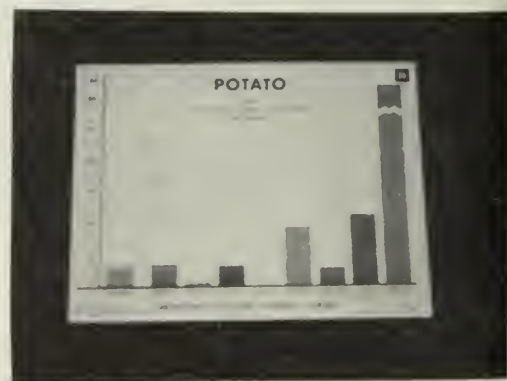
1. Foods vary in nutritive value.
2. Some nutrients tend to occur together in foods.
3. Some nutrients occur in only a few foods.
4. A given nutrient may occur in different amounts in different foods.
5. Some foods are rich in many nutrients.
6. Some foods have no value except energy (calories).
7. Combinations of foods may be more nutritious than large quantities of a single food.

Rules of the Game

1. Players are arranged in pairs.
2. Each player selects or is assigned one of the following nutrients: protein, calcium, iron, Vitamin A, thiamine (B_1), riboflavin (B_2), niacin, or Vitamin C (ascorbic acid). If these 8 nutrients are adequate in the diet, others are very likely to be adequate also.
3. Each player should be able to read the National Dairy Council Comparison Cards¹ which are displayed in the room as reference.

Similar graphic representations of the per cent of nutrients in one serving of common foods may be prepared by the players. Food values may be obtained by using the information from "Nutritive Value of Foods" (U.S.D.A.), or any accurate list of nutritive composition of foods.

¹Sets of 50 Comparison Cards are available from The National Dairy Council, 111 N. Canal St., Chicago, Ill., for about \$2.00 or from any local office of the Council. An example is shown at right.



4. Each pair draws the standard Tic Tac Toe design on a piece of paper or a chalkboard.



5. Opponents choose writing instruments of different kinds to help separate plays during the games, such as: chalk, pen, pencil, colored pencils, crayons, etc.
6. Foods rich in a player's nutrient are chosen. "Rich" is defined as providing 10% or more of the Recommended Daily Dietary Allowance in one serving.
7. A food "rich" in both chosen nutrients may be played by either opponent and thus marked both O and X.
8. It is each player's responsibility to check the accuracy of each play he or his opponent makes.
9. When 3 foods representative of one player's nutrient are aligned horizontally, vertically, or diagonally, the game is ended by the winner drawing a straight line through the three squares.
10. Combinations of two foods (which together furnish 10% of RDDA per serving) may be allowed if desired.

How to Play

1. The first player begins by writing the name of a food rich in his nutrient in any square he wishes on the Tic Tac Toe form. It may be circled or X'd to make clear whose food it is.
2. The next player writes a food rich in the nutrient in his chosen square.
3. Players continue to take alternate turns.
4. The player who succeeds first in aligning 3 foods rich in his nutrient horizontally, vertically, or diagonally wins the game.

Teaching Techniques and Suggestions

When introducing this game to a group, it may be helpful to divide the entire group into two teams, and draw the tic tac toe diagram on the chalkboard or transparency. Each team is given a nutrient and the team members work together to decide which foods to enter for their plays. Nutrients which are found plentifully in foods, and seldom found in the same foods may be chosen to illustrate the game (e.g., protein and Vitamin C). After familiarity is gained with the game and the nutrients, students may be paired for actual play.

Comparison Cards are displayed during play to aid learning. After much experience with the game and familiarity with the nutritive composition of foods, cards may be removed, and judges appointed to check accuracy of plays. A scoring system could be devised to give 1 point for each accurate play and a bonus of an extra point allowed for winning the game, so that everyone could score. A cumulative score over several games might provide a basis for evaluation or proclaim a "winner for the day." Inaccurate plays could serve as penalties and subtract from total score.

The game might be followed up by applying the knowledge gained in various problem situations. The teacher could help students use this factual knowledge of food sources of nutrients to draw relationships between specific nutrients and specific health problems. The effects of various methods of storage and food preparation on specific nutrients could be studied. Analysis of students' own diets, of publicized reducing diets, and of family diets are possible learning experiences using the knowledge gained through this game. "How many calories does it take to have enough nutrients every day?" might be the concern of a lesson. The question "Is it possible to save on grocery money and still eat a balanced diet?" relates nutrition and consumer education. Consideration of such problems before playing the game may lead students to see the need for this knowledge and to look for application while playing.

There are many ways the rules of this game can be varied to increase complexity and interest. Students should be encouraged to use their ingenuity to devise new ways this basic game may be played.

100% RELAY

June Patchett
Home Economics Teacher
Young America High School
Brocton, Illinois

This game is designed to teach the relative nutrient values of common foods. The eight commonest nutrients for which RDDAs have been established are used, i.e., protein, calcium, iron, and Vitamins A, B₁, B₂, niacin, and C.

Two to eight persons can play at each table. Each person is given a relay track (as shown below) with the explanation that everyone needs 100% of the RDDA for each nutrient every day. Some kind of counter (e.g., a bit of paper, a grain of rice) is placed at 0, the "starting gate."

Each person draws a card, previously prepared, and finds out which nutrient is his for the race.

In the center of the table, placed face down, are the Comparison Cards of the National Dairy Council¹ showing nutrient values (in % of RDDA) for 50 common foods. The first player draws a card, notes the per cent of *his* nutrient in one serving of that food, and moves his counter along his relay track accordingly. The card can be held by the player or put under the rest of the stack.

The next player draws a card and play continues until someone reaches 100% for his nutrient.

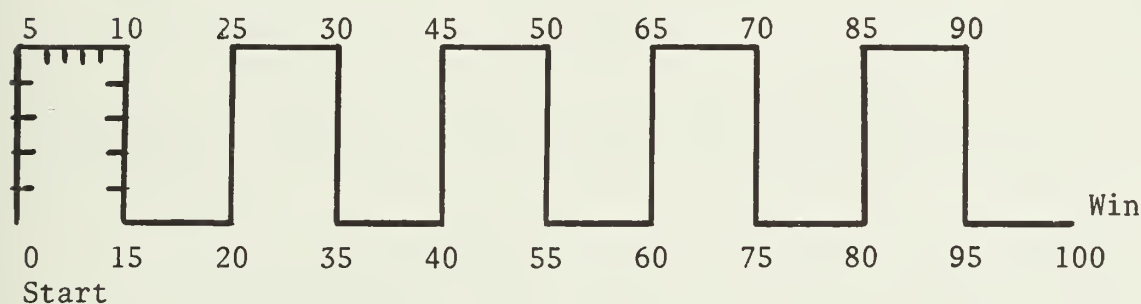
Students will learn, as they play, that some foods have many nutrients and some only one or two, that some nutrients are contained in many foods and some in only a few, that one serving of some foods will provide the entire 100% of one or more nutrients, that a haphazard selection of foods will likely result in a deficiency of some nutrients, etc. Questions asked during play can heighten the learning.

The game could also be played with partners or teams. In this case each partner, or all members of a team, would move the counter for their nutrient each time any member of their team drew a card. Or each player could be required to reach his own 100% and then help the others when his turn came.

At the end of the game or the time period allowed, the teacher could ask the students to draw conclusions from what they observed during play.

Additional cards could be made using the data on charts included on page 230 - 240.

RELAY TRACK



¹See footnote page 244.

"GOT IT"¹

Cynthia Theiss
Graduate Assistant
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Object

The object of the game is to get the recommended daily dietary allowance (RDDA) of the nutrient being played for.

Equipment Needed

1 package index cards - 3 x 5 inches.
Pictures of food - pictures can either be cut out of magazines, food boxes, etc., or drawn.
Food Value Chart and Recommended Daily Dietary Allowance (RDDA) Chart, such as U.S. Government bulletin (see footnote page 227).
Pencil and paper for calculations.

To make cards:

Write name of food and amount of average serving at top.
Paste or draw picture of food.
Write nutrient content of food on the card.
Suggested number of cards - 52 cards for 2 to 3 players, more for larger groups.
Food pictures should represent all four basic food groups.

(A teacher or mother may suggest that her students or children make the cards.)

How to Play

1. Decide what nutrient (protein, calcium, iron, vitamin A, thiamine, riboflavin, niacin, or ascorbic acid) the game is being played for.
2. Check the nutrient requirement for the player's age and sex. (If the requirement for each player differs, choose one player's requirement for the game. Additional games can be played for each of the other player's requirement.)
3. Shuffle the deck well.
4. Deal five cards to each player face down.

¹This game could also be played by drawing cardboard food models from a box held so player cannot see what he is drawing. These colorful food models are available from the National Dairy Council, 111 N. Canal St., Chicago. Nutrient values are printed on the back of each.

5. The player on the dealer's left draws one card from the deck. He may either keep this card, or discard it right-side-up next to the pile. If he keeps the card, he must discard another. (At all times the player must have five cards in his hand.)
6. The opponent(s) may either take the card that is right-side-up or draw from the pile. He discards.
7. The game continues until a player gets enough units of the nutrient being played for to meet the RDDA.
8. The player lays down his hand for his opponent(s) to see and check the calculation. If correct, he is then declared the winner.

Uses of the Nutrition Cards (examples below)

1. The cards show the nutrient contents of various foods. Players can see what they are and are not eating, and be encouraged to make up any deficiencies.
2. The cards can be used for meal planning.
3. The cards stimulate creativity in devising other games besides "Got It."
4. The cards may be used with young children:
 - (a) They will enjoy learning to identify pictures of unfamiliar food.
 - (b) They will delight in recognizing foods that they are already familiar with.
 - (c) They may be stimulated to try new foods and prompt mother to try foods that are not part of her cooking repertoire.
 - (d) The cards may be organized into food groups. This aids in the child's ability to classify.
 - (e) Children can learn to match the picture with its name. This could be an exercise in reading readiness.
5. The players may use their own creativity in making the cards themselves.
6. In playing the game, "Got It," there is an element of chance (in drawing the right cards), and an element of skill (in deciding which card to discard and in calculating the amount of nutrient in all five cards). This prevents the exceptionally bright student from having a big advantage over the other players.

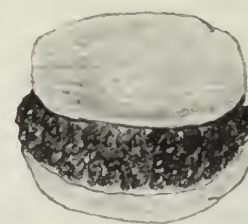
PUMPKIN PIE



1 sector
275 calories

Protein	5 grams
Calcium	66 milligrams
Iron	.6 milligrams
Vitamin A	3210 milligrams
Thiamine	.04 milligrams
Riboflavin	.13 milligrams
Niacin	.6 milligrams
Ascorbic Acid	Trace milligrams

HAMBURGER AND BUN



1 hamburger and bun
365 calories

Protein	25 grams
Calcium	45 milligrams
Iron	3.9 milligrams
Vitamin A	30 I.U.
Thiamine	.19 milligrams
Riboflavin	.1 milligrams
Niacin	5.6 milligrams
Ascorbic Acid	-- milligrams

"WHAT AM I"

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Graduate Assistant
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The game, "What Am I," can be used either for initial teaching or for evaluation. It is played between two individuals or two teams. It can be played by asking questions to identify a food or nutrient. It can also be played by reading statements listed on a card which describe a food or nutrient, and then identifying that food or nutrient. In this case, an individual can play solitaire and keep his own score.

To play "What Am I" by asking questions:

1. Decide how many foods and/or nutrients will constitute a game. It must be the same for each player or team.

2. One individual or team thinks of a food or nutrient.
3. The opponent(s) ask questions to try to identify the food or nutrient chosen by the other player or team. The opponent(s) may try to identify the food or nutrient after asking any question. However, if a wrong guess is made, the turn is over and 10 points are recorded. If the guess is correct, the number of the last question asked is recorded.
4. When all the foods and/or nutrients have been played, the person or team with the *lowest* score wins.

To play "What Am I" with cards:

1. Decide how many cards will be used by each person or team.
2. One individual person or team reads a card, one statement at a time, to opponent(s).
3. After any statement, the opponent(s) may guess what the food or nutrient is. (The opponent(s) must read the statements in numerical order.) If the guess is wrong, the turn is lost and 10 penalty points are recorded. If the food or nutrient is correctly identified, the number of the last statement read is recorded.
4. When all the cards have been played, the person or team with the *lowest* score wins.

To make cards (see sample at right):

The cards may be made by each player or team or prepared in advance by teacher or students. Each card has several statements describing a food or nutrient without naming it. The answer is on the reverse side of the card. This may be picture or word or both.

3 x 5" index cards are easy to handle. Statements should be arranged so that the easiest clue is last and thus receives the most point value (remember: low score wins). Statements can be as simple or complex as the level of knowledge of the people using the cards.

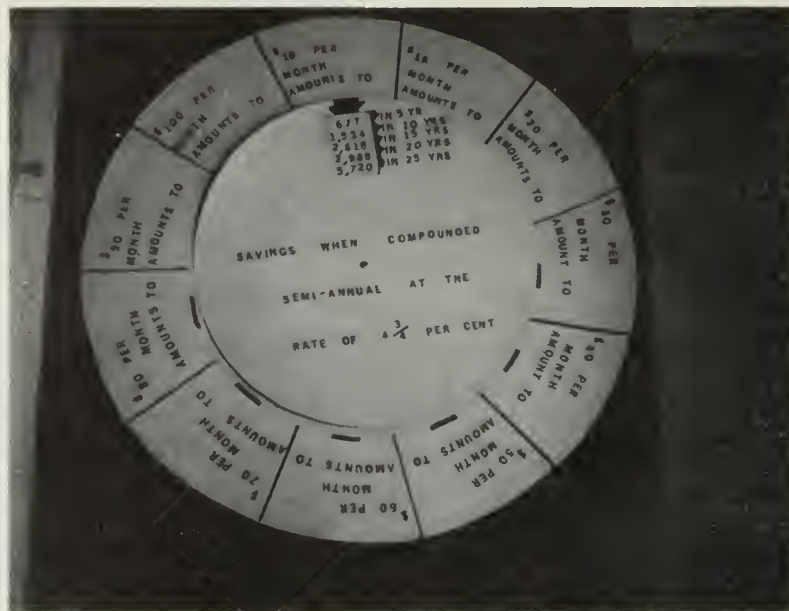
What Am I?

1. *I am a nutrient.*
2. *Vitamin D helps the body store me.*
3. *I help muscles contract, nerves respond to stimuli and blood coagulate.*
4. *I help make bones and teeth strong.*
5. *Milk and milk products are good sources of me.*

VISUAL AIDS - HELP OR HINDRANCE?

Visual aids can hinder learning. True or false? It can be either one, depending upon the aid itself, the way it is used, and the educational objectives.

Some visual materials can actually teach, when students use them in self-instructional situations. An example is shown below.



This visual aid, a rotating wheel, prepared by Mary Lumsden, Home Economics teacher at Mason City, Illinois, may be all that is needed for a student to find out how to answer a letter she found in her "in-basket," such as:

Dear Susie,

Please find out for me, if you can, how long it would take me and Bob to have enough for a down payment on a house if we save \$10 a month. That's all we can afford right now. One house we like is \$1500 down. If I go to work and we could save \$50 a month, how long would it take?

The house will cost \$15,000. How much would we have to save each month to pay cash for it in 5 years? I know we could save a lot on those mortgage payments if we could pay cash. But five years is long enough to wait! I doubt that I could wait that long. I'd like to have my own house right now.

I wish I had learned all this stuff while I was still in school.

As ever,

Judy

Another visual aid showing the cost of a \$15,000 house bought with a 10-, 15-, 20-, and 25-year mortgage could also be useful.

In some cases visual aids are simply to illustrate some "telling" technique such as a lecture. In these cases they may be of little help because telling techniques are generally ineffective. If overdone, they may even hinder, as the "audience" becomes nervous over whether the pictures will really stick to the flannel board or whether the slides are in the right order and right side up! As Bruner has said "problems of quality in a curriculum cannot be dodged by the purchase of sixteen-millimeter projection equipment."¹

Visual aids may be very effectively used to stimulate interest in a subject area and may cause students to raise questions which may be pursued by other techniques. The following are examples in the area of consumer education.



Prepared by Mary Jo Clapp, Home Economics teacher, Jamaica Consolidated High School, to stimulate student interest in the consumer's responsibility in affecting manufacturers and sellers.



Prepared by Maurietta Casey, Home Economics teacher, LeRoy, Illinois, to stimulate interest in planning for spending and/or keeping records.

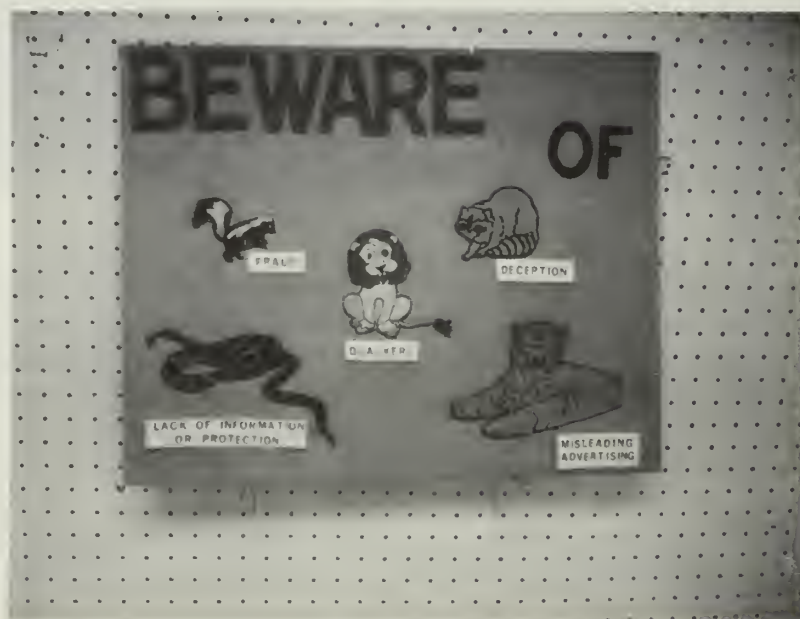
¹Jerome S. Bruner, *The Process of Education* (Cambridge, Mass.: Harvard University Press, 1962), pp. 91-92.



Prepared by Allan Vogelsang, Business Education teacher, Rantoul (Ill.) Township H.S. News clippings of damage suits and copies of policies could also be used for creating interest in insurance.

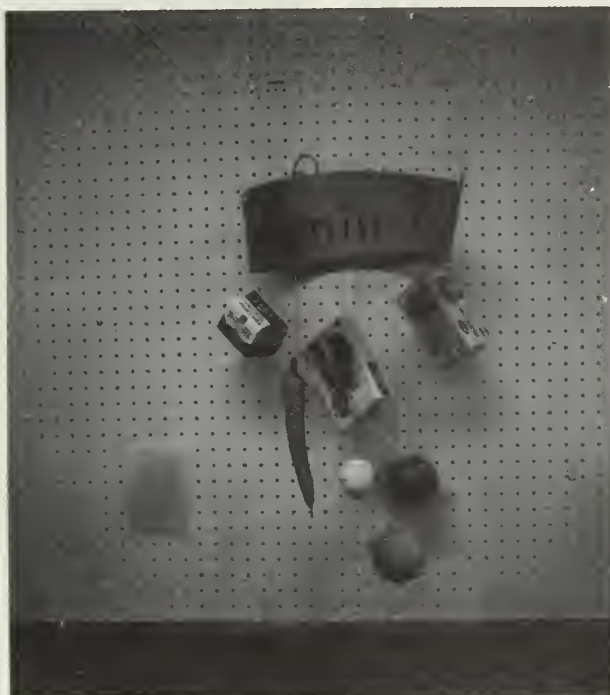


Purpose similar to above. Prepared by Mary Jo Clapp.



Prepared by Jane Akerman, Home Economics teacher, Elmhurst, Illinois. This attention getter could be accompanied by specific examples of each.

Some visual aids are prepared by the students, as the mobile below. The students who selected and hung these Vitamin A-rich foods had a learning experience and gained recognition from their classmates as they shared it.



Mobile prepared by Urbana High School students of Julia Dengler.

Other visual aids may be used as a part of a game or other simulation technique or for self-instruction if the game can be played solitaire. Two examples, adapted from television, follow. They could be used in a variety of ways in consumer education or other areas.

One teacher used seals and guarantees to match with their definitions on different parts of the board. Another teacher might wish to provide a box of pictures, words, or fabric samples to attach to the board with paper clips as "matches" are identified. A scoring key could be available.

"I Guess" was used with food pictures and clues provided with the purpose of teaching nutrition. It could be equally effective with other subjects such as toy selection, consumer credit, insurance, or principles of art.



Prepared by Mary Lumsden,
Home Economics teacher,
Mason City, Illinois.



Prepared by Janice Kafka,
Home Economics teacher,
Lincoln, Illinois.

Some Criteria for Judging Visual Aids

In choosing or creating a visual aid, a teacher might wish to answer the following questions:

- (1) Does it fit and enhance the educational objective?
- (2) Does it make a teaching technique more effective?
- (3) Does it involve the students mentally and increase their interest?
- (4) Does it make the content or the teaching situation more real or concrete?
- (5) Does it encourage increased student participation?
- (6) Does its usefulness match its cost and storage requirements?
- (7) Does it stimulate creativity and/or further learning?
- (8) Does it fit, or seem consistent with, the content being taught?



TEACHING TECHNIQUES

IDEAS THAT WORKED!

Illinois Teacher readers have many teaching techniques worth sharing, and we are pleased to be a means to this sharing. We invite you to send in brief descriptions of your techniques along with the objectives and content they were designed to implement.

We hope to include one or more in each issue of the *Illinois Teacher*.

In this issue we present a couple of ideas for the teaching of housing, courtesy of Mrs. Julia Dengler, Urbana (Ill.) Senior High School.

I

To teach some principles of kitchen arrangement, appliance selection, and storage and to provide opportunity for practice in decision making, Mrs. Dengler divided her class into two "teams," one representing landlords and the other potential tenants.

"Today," she told the students, "we are pretending that an apartment-hunting couple has narrowed their choice to five apartments which are all very much alike except the kitchens and all rent for about the same figure."

Then she explained that they would visit these five kitchens (the unit kitchens in their foods lab) and make a decision. The renters would have a few minutes, first, to look over the kitchens and decide what questions to ask, what to look for, and what was important to them in a kitchen. The landlords, at the same time, would be planning how they would try to "sell" their own kitchen and make it seem better than the others. Differences included gas and electric ranges, stainless steel and porcelain sinks, varying amounts and kinds of storage and counter space, variation in shape (L, U, and I-wall), and varying kinds of small appliances. Some had and some lacked garbage disposal units.

After this preparation period, a landlord was assigned to each kitchen and two renters were chosen. The rest looked on and compared what they observed with what *they* would have done in the situation. Each landlord had a turn as "salesman" and then *everyone* in the class made a decision as to which kitchen she would choose and why. These were written and turned in, and then discussed.

Of this class period, one student, Kathleen Connor, told a visitor, "The students of today do not want to be lectured to hour after hour. They want to express and cultivate ideas of their own to help them learn. Students learn more from actively participating than from accepting ideas thrown at them in a teacher lecture."

II

On another day, Mrs. Dengler sought to lead students to discover some relationships between housing, especially floor plans, and family living. She aroused the interest of this suburban-type, middle socioeconomic level class by distributing the two letters that follow and asking the students to underline the parts that indicated these relationships. They read a sentence or a paragraph and asked themselves, How would this affect housing needs for this family? or How would this affect the floor plan if this family built a house? The exercise was followed by discussion and the writing of a third letter, by the students, which showed the family 10 years later in a situation with specified changes.

Following Mrs. Dengler's letters the editor has added two adaptations which might be more appropriate for a class of less affluent students. In the usual heterogeneous class, all four letters might be used.

Dear Robert:

Your letter came the other day. It is hard to realize that you have been married for four years--it seems just like yesterday that I was your best man. It just doesn't seem possible that you have two children!

I know you were glad to move out of that apartment that you told us about--the one that had the picture window--but no picture. I remember that, because of the size of the window, Virginia made her own draperies; they were so expensive.

With your oversized garage, you can really have fun with all your shop equipment. I wish I had more time for a hobby. At last, Electa has a room here where we are living now that she can sew and leave the ironing board up until she finishes a dress for herself or the kids. We have made the room sort of a dual purpose room, with lots of storage.

You know that is one of the things that sold us on this house--storage. It seems we never have enough, now that we have two kids. By the way, I talked Electa out of the closet that is supposed to be for guests and have increased my record collection. Wish you were here to

hear my latest collection of albums. Remember the four of us used to listen to a lot of music together?

One of the worst things about living on this circle is that the neighbor's garage opens on the front, and it looks like a junk yard. They always leave the door up. There should be a law against it!

With the kids, we really enjoy the washer and dryer. We thought a lot before we decided to put it in the garage. Sure enough, during that last snow--the pipes froze, and it is so cold out there to do the laundry that Electa usually waits until I come home for me to do it. I guess the magazines are right--THE ROLE OF THE MAN IS CHANGING! Only if we had put the laundry in a separate utility room! It was just that Electa and I couldn't agree. She said she didn't want it in the kitchen. Really, I wanted it nearer the bed room area, but she said it would disturb the kids when they were taking a nap. And it seems the only time she has to herself is when they are sleeping!

I do wish you could see our house though--perhaps this summer. We had a choice of several floor plans, and sometimes the other one we considered seems better now. When we moved in, some of the furniture just about wouldn't go down this hall; so they turned it on end and my paint job now has to be retouched and the sofa has a snag. Oh well--the problems of married life. There is one door that opens out into the hall. When the movers were carrying things down by that door they snagged the sofa upholstery.

I really hate to see spring come around. You know what I mean--with the lawn to cut and all. Our garage is the best place we have to keep the garden tools, and I have to walk all the way around the house to get them. The builder tried to get us to put in an extra door, but we kept thinking of cost . . . !

Remember when we were in the service together, and we used to talk a lot about houses and things. I just somehow never thought it would be like this. But, you will have to admit owning your own home does give you some real satisfaction.

Excuse me there, I had to stop and take a towel to Electa. She had done the washing and things are just out of place. Remind me next time to put some storage in the bath for linens. You know the next time we move--and it may not be long--if I get that promotion, I think we will know more what to look for in a house. Perhaps, we shall just rent until we know for sure what the town is like.

So long for now,

JIM

Dear Virginia and Robert,

This time Jim says I must do the letter writing. It was really great hearing from you. We have moved again since last hearing from you. We must be above average in one thing, and that is in moving. Supposed to happen to you every four or five years if you are average--whatever that is. But, we decided to take advantage of the government

gift for an education. We did a lot of thinking about it and decided if we were going to do it--the sooner the better.

We have moved into this place--which we really can't afford. It is nice to have all the rooms to spread out in, but then at the end of last month we had to borrow from Jim's folks to make ends meet.

You know they don't build houses like they used to. It is so noisy here that Jim can't study like he'd like to. The walls are thin and the neighbors are loud. I think you understand. I think the couple upstairs must own only one record for their new stereo--"Seventy-Six-Trombones." Besides that, he is taking cello--and beginning cello players leave something to be desired.

The furniture we had just doesn't fit here. Our sofa is too long for the wall space. Kathy is two now, and she was used to looking out the windows in our other place, and here they are so high. In the bedroom, it isn't so bad because a chest fits right under them. But guess where we found her the other day--standing on the chest--you guessed it!

To keep costs down, we haven't turned on the air conditioner--but it is still too warm--no cross ventilation in any of the bedrooms.

I guess the real reason we rented this place is that it had a fireplace. Jim had always wanted one--but we felt like we were burning our furniture when we bought a half cord of wood! It is cozy though--if only our furniture were better scaled to this place. The sofa has to be on the wall adjacent to the fire place. Perhaps, when we get our own place again we can afford a better set up.

Jim complains about the kitchen. At first, I just didn't see why, but after we have lived here for awhile--I do see his point. Kathy is just too young to eat in the dining room for every meal, and the kitchen is one of those corridor types--no window even--just sort of like a big closet. We packed up all the wedding china and crystal and sent it back for my folks to keep until Jim gets through school. There just isn't enough storage!

Incidentally, you ought to be here when the people upstairs turn on their garbage disposal. We just turn the stereo up until it is over!

Mom and Dad now are able to afford a little more since Susie married, so they added a room on the back of their house. I really wish they had consulted me before they did. You have to go through the room Susie had when she was home to get to it. So when we all are home--there just isn't much privacy. In moving around, one does become conscious of lots of little things in housing. NO?

I guess you think I talk about Kathy a lot--but her latest episode was locking herself in the bathroom. She screamed and screamed before I could get the door open. I will have to admit that I was a bit frightened myself as there is no outside ventilation--no window or anything. The water was running and she didn't know how to turn it off, and I was afraid she would get scalded.

You know they sure could have saved money if they had concentrated the plumbing in this place. Thank goodness we won't be living here when Kathy is older and has friends over. Even now, I think I'd enjoy a place to entertain and let her watch cartoons in the other room.

I guess if Jim were not studying drafting, I wouldn't be quite so critical--but there is just nothing right here. I see the wasted hall space, but my chief complaint at the moment is that there is just one way to arrange the furniture, and Jim's professor marked down his last project for that very thing.

Best wishes to you two,

Electa

Dear Frank,

Your letter came today. We were glad to get it. Have you really been married four years? It seems impossible. And you have two children! That seems impossible, too.

So you have moved again? I don't blame you. That big window let in a lot of cold air. Living rooms should be warm. And looking out on that junk pile wasn't very nice either. Barbara was smart to cover the window with heavy drapes. She got a bargain at the Salvation Army. We're going there next week.

Dick and Mary Ann have moved too. They got evicted. Dick has been out of work and couldn't pay the rent. They moved in with her folks. They will be very crowded. I hope it won't be for long.

Guess who else has moved. Us! We finally got to the top of the waiting list. This housing project is much better. There are too many close neighbors, but it is still better.

We needed three bedrooms, and we got two. So I built three bunk beds in the biggest bedroom. I put John in the top one and Chuck in the bottom one. Tom is in the middle. Susie sleeps on the couch in the living room. Wifey and I have the other bedroom.

Sometimes I wish we had only two kids. I love them all, but you'd better stop with your *two*. Big families in little apartments cause troubles. We're always in each other's way. They say we're going to have too many people on earth pretty soon. Not enough to eat. Bad air to breathe. Nowhere to put everybody's garbage. No clean water to drink. I'd like to move out in the country. But where would I find a job?

We have more places to put things now. This apartment has lots of closets. It has shelves in the hall and in the bathroom. It has lots of cabinets in the kitchen. All of this helps. Now we know where things are. I have a place to put my fishing tackle, too.

I wish we had a garage. I might not put the car in it, but I could lock up the kid's bicycle and keep the dogs out of the garbage can.

We have a launderette in the project. That helps, too. Irene can wheel the clothes there in the kids' wagon. She'd like to wash at home, of course. Maybe we can get a washer some day.

Well, how's your job? I heard about what your union did. Quite a raise!

Hope to see you soon.

So long,

Bob

Dear Irene and Bob,

We were glad to hear from you. Seems like everybody is moving. I hope we can stay here awhile. Moving costs too much.

We like our new place. It is close to the store and the bus stop. Rent is more but it's worth it.

Barb likes the kitchen except for one thing. It's too little to eat in. And the kids are always spilling things.

I had to get a new lock for the bathroom. The kids locked themselves in there. Scared us to death. And them too. They screamed like crazy. The neighbors thought we were beating them. One brought a ladder. We climbed in the window.

Our neighbors are close, too, but not as close as yours. Still too much noise though. Sometimes I think I'd like the country, too. But you're right. No jobs. I wish we could have a garden. I will put out some tomato plants. Barb wants flowers.

It's getting hot now. I dread the summer. No way to get away from the heat. Kids get cranky and I do, too.

We're getting some new furniture. The payments are high but it's really pretty. If Barb can keep working on that night shift, we can pay for it. I can keep the kids.

We're going to paint the living room Saturday. The landlord bought the paint, but we have to put it on. We picked the color. It's light green. Hope he'll buy paint for the bedrooms, too.

I built some shelves in one bedroom. Had to have somewhere for the kids' toys. I must put some for towels in the bathroom. You gave me an idea.

It's time to take Barb to work. Then I'll put the kids to bed. What a job!

When are you coming to see us?

As ever,

Frank

ILLINOIS TEACHER FOR CONTEMPORARY ROLES

PERSONAL • HOME AND FAMILY • EMPLOYMENT

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FOREWORD

The fact that evaluation is the subject for the last issue of Volume XIII of the ILLINOIS TEACHER reminds us of how often evaluation is considered at the end of a sequence, and perhaps only there! Yet, one cannot be truly relevant in utilizing the potential of evaluation if one's concept of its role is confined to "testing what has been learned after the teacher has taught."

Our first article, EVALUATION - MORE THAN TESTS, highlights possibilities for many ways of evaluation and encourages readers to break away from only one method.

The importance of quality in evaluation devices and instruments must not be forgotten. Reba J. Davis shares an outline of some considerations she thinks will be useful. She is in the process of devising a form on which data about several instruments could be charted. Thus, one could make comparisons concerning the usefulness of several means and could see also how various means might supplement each other.

One of the major purposes of evaluation, often not used to the extent to which it could be, is as a base for making decisions about future plans. The list of provocative questions and researchable problems assembled by Bessie Hackett calls this purpose to our attention. Dr. Bobbitt's article suggests one way to help bring about change in programs by initiating new dimensions into undergraduate home economics education programs.

The article AWARENESS describes a creative three-to-four-week unit developed for a ninth-grade class. The title, too, challenges all teachers to be aware and to look for fresh approaches to old problems. Especially, we hope that readers will be more aware of the RESULTS of evaluation, of the effects upon your students and effects upon your teaching.

To conclude this issue and Volume XIII, and as a service to our readers, there is a book review and information for ordering back issues (many at reduced prices). Subscription blanks for next year are provided also.

Mary Mather
Editor for this Issue

EVALUATION - MORE THAN TESTS

Mary Mather

Chairman, Home Economics Education
University of Illinois
Urbana-Champaign

For many teachers and students the word "evaluation" calls forth the response "tests," typically meaning achievement tests at the end of some period of study. When pushed to think about other possibilities, "pretests" may be next in order of association. These are often conceived as tests of knowledge only.

Tests have their place in the total picture of evaluation. Teachers need to make judicious use of well-conceived tests at appropriate times for various purposes. The focus of this article, however, is primarily on means of evaluation other than end-of-unit tests.

Evaluation and Cameras

Let us think of evaluation as if we were using a camera. We wish to get a picture of something or someone. Where one points the lens, whether one gets all desired subjects in view, whether one uses a wide angle or telephoto lens--all make a difference in the picture one gets.

Sometimes images are blurred, sometimes sharp and clear. Factors related to the clarity of the image are where we place the camera in relation to the subject, whether or not the settings on the camera are appropriately adjusted, the amount of light available, and, to some extent, whether or not the subjects are aware they are being photographed.

Equipment used makes a difference, too. Many choices are available as to type of film. If certain types of cameras are used, instant feedback is possible in the developed picture. A movie camera can give a different kind of evidence as compared to still pictures.

A "picture" of something can be a useful concept in evaluation. This picture can serve

- as a basis for planning next steps,
- as a comparison to previous efforts,
- as a record of accomplishments,
- to contribute to feelings of satisfaction.

Both the person taking the picture (often the teacher) and the "subjects" being photographed can profit. Are our tools and skills for picture-taking for evaluation purposes as varied and effective as they might be?

Some Basic Beliefs

The author believes that certain principles concerning evaluation apply to many, if not all, of its uses, no matter what form the evaluation takes. These ideas are outlined below to serve as a frame of reference for this article.

- Evaluation is a process by which information is provided to serve as a basis for decisions about teaching-learning situations.
- Although evaluation may be carried on at stated times, its potential is best realized when the process is continuous, or at frequent enough intervals, so that new goals and experiences emerge from collected evidence.
- Evaluation is a learning experience as well as a "testing" experience. Not all evaluation experiences engaged in by students need to be "graded" or scored by the teacher. If scored, recorded results may serve some other purpose than contributing a factor to a course or term grade.
- Evaluation helps the learner most when it is cooperative, done *with* him, not *to* him.¹ Self-evaluation is desirable to help a student build an accurate self-concept and to help him learn the habit and process of evaluation.
- Appropriate use of evaluation improves the teaching-learning situation. When results are used diagnostically to assess needs and when teachers and students get prompt feedback about the results of their efforts, relevant plans can be made for future procedures.
- Evaluation procedures and tools should be selected according to the intended use to be made of results. "Evaluation in terms of goals" is just as important a principle for the teacher who is administering a certain type of evaluation as it is when considering the goal to be measured for student learning. No single kind of test or device is possible for all of the purposes of evaluation.

Purposes of Evaluation

Many purposes can be identified. Evaluation can serve the teacher for her own growth as well as in the day-by-day work in the classroom. Evaluation can serve supervisors and curriculum personnel as they develop and monitor programs and materials. Evaluation serves the students in clarifying plans, progress, and abilities. Evaluation also serves the public in that collected evidence can demonstrate need for, or progress in, certain educational endeavors.

¹For a good analysis of this point of view, see *Evaluation as Feedback and Guide*, the 1967 Yearbook of the Association of Supervision and Curriculum Development (Washington, D.C.: NEA).

The teacher.--Self-evaluation by the teacher, and student evaluation of various experiences, or general classroom environment, can help a teacher take a fresh look at herself and her methods. An idea for a self-checking device is found on page 266.

Many suggestions for the development of other devices to be used by students may be found in the following:

Fox, Robert, *et al.* *Diagnosing Classroom Learning Environments*. Chicago: Science Research Associates, Inc., 1966.

Simpson, Ray H. *Teacher Self-evaluation*. New York: The Macmillan Company, 1966.

Simpson, R. H., and Seidman, J. M. *Student Evaluation of Teaching and Learning*. Washington, D.C.: The American Association of Colleges for Teacher Education, 1962.

The teacher and her students.--Before finalizing her plans for teaching, a teacher often attempts to assess readiness and interest for a given content area or for certain experiences. By use of checklists or questionnaires she may look at data about students' home backgrounds, home and employment experiences, attitudes, likes and dislikes, opinions, practices, or whatever is appropriate for the development of that particular bit of teaching.

Relevancy in what is asked is important as is simplicity in how it is asked. The easier the device is to administer and the easier it is for students to respond, the more likely it is the job will be done. However, simplicity or ease should not interfere with obtaining meaningful data.

Whether or not such devices need student identification is often asked. Replies can be anonymous if the teacher wants only a picture of the total group and feels that greater frankness would be forthcoming under anonymity. If, however, the teacher wishes to be diagnostic about an individual student, or wishes to use individual data for later comparison, names are necessary.

The above discussion is not meant to imply that the information collected is for teacher use only. If it is not of a confidential nature, students can aid in the summarization. In any event, providing the class with a "picture" of themselves may help in motivation and goal-setting.

A teacher may need to clarify in her own mind what she means by "evaluation experiences" as she makes daily and unit plans. The term is a broad one. Teachers have reported confusion about what to do with evidence which has been collected. If teachers are confused, students will be also. Perhaps mutual understanding about clarity of purpose will diminish the ubiquitous question, "Is this going to be graded?"

The purpose, or intent, of the experience gives the key. How are the results to be used? The answer to the students depends on the teacher's answer to one of the following: (see page 267)

A SELF-EVALUATION DEVICE FOR TEACHER USE

Do I Like Myself as a Teacher?

Check the column which most nearly describes you. S, satisfactory; N, needs to improve.

	S	N
Do I know my students?		
1. Do I know the name of each student?	___	___
2. Have I learned something interesting about each one so that I can personalize my conversations with her or him?	___	___
3. Have I attempted to learn the interpersonal relationships in the group and to know how they affect behavior and learning?	___	___
4. Have I diagnosed students' abilities and achievements?	___	___
5. Do I know about each student's out-of-school activities and experiences so that I can better understand his behavior in school?		
Do I exhibit positive personal characteristics?		
1. Am I self-confident because my lesson is well-planned and the day's routine well-organized?	___	___
2. Am I well-groomed in the classroom and comfortably dressed for necessary activity?	___	___
3. Do I strive for a pleasing, lively voice?	___	___
4. Do I usually look at situations optimistically, or do I tend to complain?	___	___
5. Do students feel that I am enthusiastic about my job?	___	___
Do I put into practice what I know about the ways students learn?		
1. Do I help students plan so that they know why, how, and what they are doing?	___	___
2. Do my students participate in a variety of classroom activities so that everyone enjoys some success?	___	___
3. Am I aware of classroom tensions, and do I take steps to relax them?	___	___
4. Do I provide a variety of materials instead of using one textbook for all students?	___	___
5. Do I fulfill my responsibility to help students develop reading, listening, writing, and speaking skills?	___	___
6. Do students find things out for themselves, or do I give them all the answers?	___	___
7. Do bulletin boards and display cases reflect the learning that is going on in the classroom?	___	___
8. Do I provide many opportunities for both individuals and the group to summarize and to evaluate progress?	___	___
Do I make a sincere effort to grow professionally?		
1. Am I acquainted with what research has to say?	___	___
2. Do I make use of professional periodicals?	___	___
3. Do I seek the help of my principal and supervisor when problems arise?	___	___

- Are results to be used "for the record," i.e., a grade or an achievement score to be recorded as a factor which will be added with other scores for a course grade?
- Are results to be used only as feedback data to the students so each can make his own comparison about his progress?
- Is the experience primarily to give students an opportunity to practice certain intellectual abilities, to learn how to make application, to analyze, synthesize, and evaluate?

As stated previously, we believe that evaluation experiences should be learning experiences, and that they should be an integral part of the teaching-learning process, but the phrase has broad ramifications.

The curriculum worker.--Teachers are designers of curricula as well as designated personnel. Assessment of needs and practices of individuals and families as a base for planning in consumer and homemaking programs, as well as needs for occupational education, is imperative. A census of activities of other community agencies already at work meeting similar needs also needs to be made. Effectiveness of instructional materials, procedures, and ways to organize for various groups--different age levels, stages in the family-life cycle, socioeconomic disadvantaged, physically handicapped, etc.--also need to be judged by evaluation techniques.

Examples of Evaluation Ideas

Collecting appropriate data as a basis for future planning for teaching may be a well-formed habit for many educators. Often, however, the practice of this principle may be in the realm of good intentions only, or may be limited in use. As well as finding out about attitudes, interests and/or knowledge at the beginning of a unit, a teacher needs to evaluate the success of techniques used during the development of a unit of study.

For example, panel discussions and special reports may be used as ways by which students expand their knowledge and insights in a given area. Comments are frequently made that the student giving the report or preparing the discussion is the one who really benefits. Most evaluations of these experiences are probably made in relation to the individual student and the general quality of his report. If, however, one purpose of the experience is for the total class to gain additional facts and opinions, other means of evaluation may be needed. A teacher will need to listen to the presentations with another objective in mind; namely, *how adequate was the scope of the material presented in relation to the goals for this part of the course?* In this case the focus for evaluation is not as much on the presented as on the content brought out and on the follow-up discussion.

In such a case a checklist for teacher use is suggested. As the teacher listens to reports and discussions, she can decide whether or not certain ideas were developed, and whether or not each seems to be understood or if further development is needed. Plans for additional

learning experiences and for realistic evaluation of content considered can be made on the basis of evidences on the checklist.

A partial example dealing with some aspects of one objective in a unit about the role of modern women follows.

CHECKLIST FOR TEACHER USE*

Objective: Comprehends some of the causes for the changing role of women.

Basic Ideas (partial list)	Included		Seems to be understood	Needs to be developed
	Yes	No		
The American family goes to outsiders for traditional services: food, clothes, hospitals, homes for the elderly, public or private schools.				
Today's homemaker has a managerial job that includes purchasing, organizing, managing personnel, consumer economics, chauffeur, dietitian, and home decorator.				
Much of the "creativity" that homemakers used to find fulfilling (baking, sewing, teaching children) is lacking so there is a need unfulfilled.				
Our standard of living requires more money, consequently many women are forced to work away from home.				

*Developed by Carolyn Wax as part of a project in Votec Ed. 450, Evaluation in Home Economics.

Cooperative evaluation, giving students opportunity to develop evaluation devices to be used by self and others, and blending of evaluation and learning activities so that one flows from another--all in tune with the major goals for the experience--are principles of operation illustrated below.

The aspect of study under consideration in this example² is the relation of self-actualization to personal happiness and to the combination of roles a woman might assume to achieve some degree of self-actualization.

²Developed by Carolyn Wax as part of a project in Votec Ed. 450, Evaluation in Home Economics.

Specific objectives are:

The student can

1. analyze self with regard to interests, abilities, values and in relation to characteristics of the self-actualized person;
2. propose ways of growing toward personally becoming a fully-functioning person.

Learning experiences related to these objectives include the following assignment:

1. Think of persons you know who seem to be leading the "good life." List characteristics which are outstanding, or unique to them as compared with other less "fulfilled" individuals. You may want to consider the following questions as you think about these people:

What opinions do you think this person has of himself?

How does he regard other people in general?

Does he have many friends, a few good friends, many acquaintances?

How does he react to change?

How does he react when he has been proven wrong, or loses in competition?

Does he have an apparent set of values?

Are his values consistent with the way he lives?

Is he creative? Does he like to try new things, read new books; are his ideas original?

Is he afraid of being alone?

Does he have an "What's in it for me?" attitude, or can he face problems squarely and honestly?

2. Read case examples (provided by instructor) or possibly short biographies of both "self-actualized" people and those who have not achieved self-fulfillment. Compare the case studies and suggest how they differ.
3. Compile a list of characteristics you believe would describe a "fully functioning" person.

From this assignment the class would then cooperatively set up a check list. This check list would be used as a means of self-evaluation and a basis for a written proposal of specific ways the student could work toward being a fully functioning person.

A partial check list, and instructions for its use, are included on page 270 as an idea. It is not complete. Its exact nature would depend upon the cooperative work done with students. It would most probably have to be more specific and more descriptive so that it would be clear to persons who had not participated in the class discussions, yet who would be asked to complete a check list.

USING A COOPERATIVELY DEVELOPED CHECKLIST AS A MEANS OF PROVIDING DATA FOR NEXT STEPS IN LEARNING

Name of person being rated _____

Name of rater _____

Date _____

DIRECTIONS: Following is a check list of characteristics the group decided fit the person who has achieved some degree of self-actualization. Each student should have four copies. Complete one check list about yourself. Ask two classmates and one adult to each complete one check list about you. Because the purpose of the list and assignment following is to help each of you, individually, to become a better person, be selective when choosing persons to complete the check list about you, who will be fair and objective. There is space provided at the end of the check list for each person to list talents, interests, abilities, and values that are uniquely yours and worthy of your effort to further develop. When all of the check lists are complete, study them as objectively and honestly as you can. Then in written form, present a proposal including ways you can proceed toward becoming a "self-actualized" person.

Characteristics of person rated	Yes	No	Uncertain	No Evidence
1. He thinks well of himself.				
2. He thinks well of others.				
3. He can accept change, and expects it.				
4. He sees the value of mistakes.				
5. He is a good loser.				
6. He develops and holds human values, yet is not inflexible.				
7. He sees no other way to live except in keeping with his values.				
8. He is creative. Life to him means discovery and adventure.				
9. He has a need for solitude.				
10. He is problem-centered rather than self-centered.				

Special interests _____

Special abilities _____

Special talents _____

Values _____

Other comments _____

Games as a Means of Evaluation and Learning

Previous issues of the *Illinois Teacher* have suggested games as a way of teaching in consumer education³ and in nutrition education.⁴ Games are fun for students. They are also useful for providing feedback about previous learnings and giving practice in evaluation. Games can be organized to try out learnings at various levels of complexity--knowledge of different types, comprehension, application, and so forth. Students can participate in adding conditions or tightening rules to make games more complicated.

Ideas for games in this section have been designed and made by Mrs. Alice Kubicek, home economics teacher at Melvin-Sibley High School, Melvin, Illinois. She reports that her students like games and become analytical about them.

COLOROPOLY.--This is a board game which gives students an opportunity to use colors "earned" in the game for decoration of a given room and its furnishings. The situation is specified on playing and scoring sheets provided for each student. (A sample sheet is shown on page 272. A teacher can make up a variety of situations for this game.) From two to six can play. Materials for the game include:

a playing board	scoring sheets for each player
dice	bonus cards
markers	question cards and answers

The playing board, similar to the game Monopoly, is composed of a track or pathway of squares in some sort of pattern. Each square, or section, is shown as a color--red, yellow, blue, green, orange, violet, and black and white--repeated three or four times in a random order. Color squares are interspersed with other squares labeled "lose one turn," "forfeit," "bonus," or "question."

Players take turns by throwing dice, and progress over the track by moving markers in accordance with the values shown at each throw of the dice. Players continue to move around the board as many times as necessary until a color scheme is completed and a winner is declared.

Rules of the game:

1. If one lands on a color and decides to use it in his color scheme, he writes the name of the color on his score sheet next to whichever item he chooses. If he does not want to use the color, he passes.
2. If a player does not want to use the color as is, he can indicate if he wants to change its intensity, or make it lighter or darker, and so describe the color on his score sheet. (Rules continued on page 273.)

³*Illinois Teacher*, 13(2) (1969-70).

⁴*Illinois Teacher*, 13(5) (1969-70).

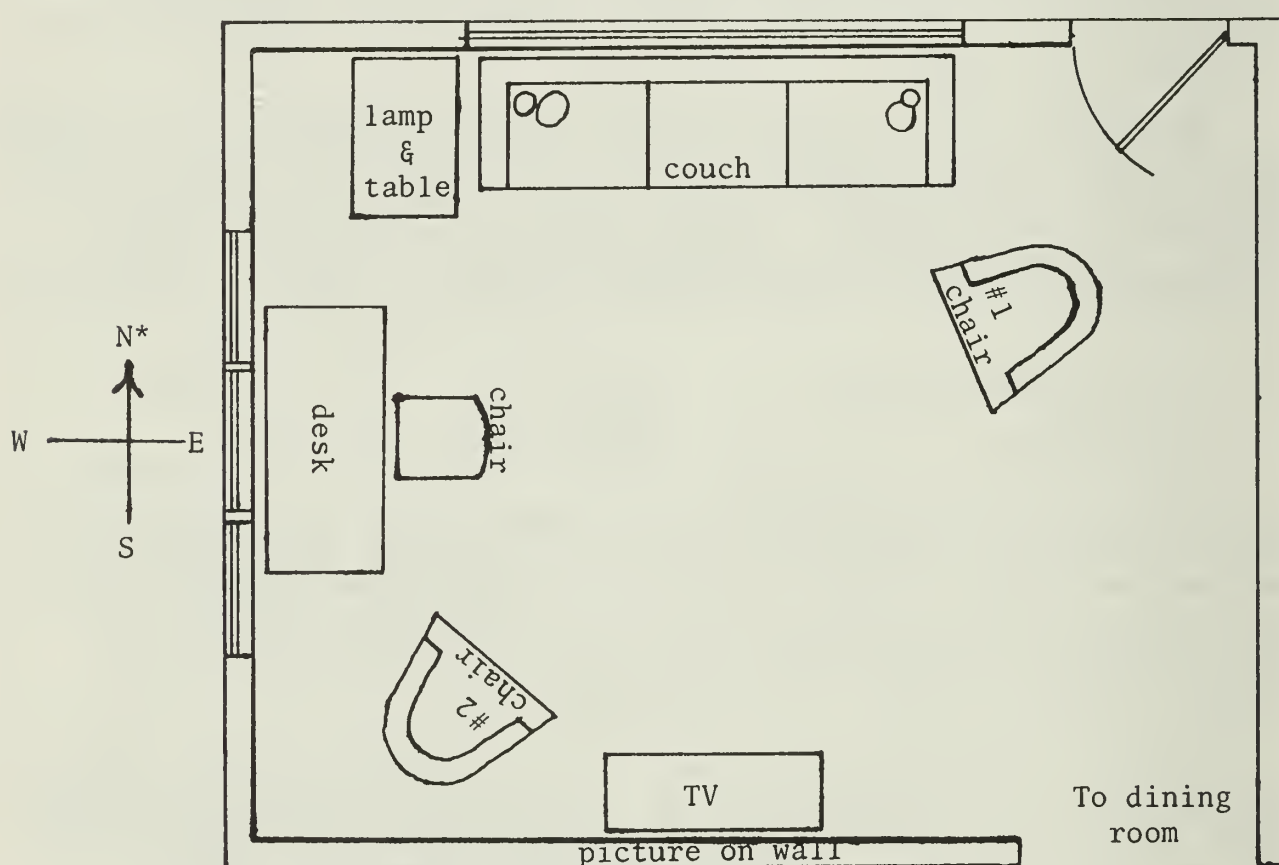
PLAYING AND SCORING SHEET FOR COLOROPOLY

Each item or area for which you are to select a color for the room shown is listed below. You are to write the names of the colors you select in the blanks provided. You obtain your colors as you play the game and as you make decisions about what you wish to use in creating an harmonious effect. Assume all wooden furniture is walnut.

Study the material below. Then decide on the type of color scheme you are going to develop and record the name of that color scheme.

LIVING ROOM

COLOR SCHEME _____



Walls _____ Ceiling _____

Rugs or floor covering _____

Draperies _____ Couch _____

Chair #1 _____ Chair #2 _____

Accessories _____ (These should all be the same color. They include pillows on couch, base of table lamp, and the predominate color in picture on the wall over TV.)

*By changing the orientation of the room, different problems in use of color may be posed.

3. If a player desires a color which is a mixture of two colors, rather than using only the primary and secondary colors shown, he must have landed on both colors contributing to the desired color before he can complete the color identification on his score sheet.
4. If a player lands on a "lose one turn" space, he has no opportunity to use a color that turn.
5. If a player lands on a "bonus" space, he takes a card from the bonus stack. He may decide to use it, or hold it for possible future use. (These cards contain colors in addition to those given in the spaces on the board.)
6. If a player lands on a "forfeit" space, he must give up a color previously written on his score sheet. (Otherwise no changes are made in colors previously selected.)
7. If a player lands on a "question" space, he must take the next card from the stack of question cards and answer it correctly so he can proceed with his next turn. If answered incorrectly, player loses his next turn. (Questions deal with basic terminology about color.)
8. If a player wants to use the same color for more than one item or area enumerated, he must wait until he lands on that color again or gets it as a bonus card, to complete the color identification for that item.

When a winner has a completed color scheme, he is asked to describe it to the total group telling why he used certain colors, which areas or items he 'colored' first, and whether or not the sequence in which this was done influenced his choice of colors. The group evaluates how successfully the designated color scheme was achieved. Discussion can include what general effect would be created by the colors chosen and used the way they were.

Mrs. Kubicek has also suggested card games as ways of giving students a chance to review and to check each other on their use of knowledge. In one case playing cards are made up with names of color harmonies on some and names of color (as well as color washes) on others. The game is played according to the rules of rummy with the players making up sets of four cards consisting of three colors and the name of an appropriate color scheme. Another suggestion is "Wardrobe Rummy." Each card would have a colored picture and/or description of an article of clothing. The game would be to make up sets of four cards which would make an attractive outfit.

Evaluation Ability in Class Discussions

At times teachers may wish to collect evidence concerning the participation of individual students when class sessions are of the discussion type. If this is the case the teacher needs, first of all, to

determine why she wants this evidence and how it is going to be used. Will it be for diagnostic purposes to help individual students, or will it be "for the record" and contribute to an achievement grade for the course? Whatever decision is made, or if it is a combination of both, students need to know it and to understand the teacher's objective. If the rating or score is to be added to other measures, students also need to know the relative importance or weight of the discussion-participation factor.

Some method of objectively recording evidence of student participation must be worked out. The teacher will have to decide how frequently she samples the student behavior for the purpose of recording her evaluation of the participation. It is doubtful if a record would be made each day unless the class is very small. The observations should be frequent enough that the student does not have to depend on too few samples to do her justice. Teachers could adopt a policy often used with scores on "hour exams" on college campuses. Acknowledging that everyone has some days less productive than others, a certain number of the lowest scores could be discarded when a final average score is computed.

A descriptive rating scale is suggested as a means of deciding upon a score for classroom discussion, rather than depending upon an arbitrary number, symbol, or letter grade. Descriptions of various qualities of discussion behavior help the student know what is expected and help the teacher recall behavior more accurately than if no descriptions were provided.

Each teacher may want to make up her own scale with the help of class members so all understand what is meant. Everyone may not want as many levels of quality as in the sample illustrated. One may want to separate factors of quantity or frequency from quality or one may isolate other factors and build descriptions accordingly. The sample on page 275 is provided as a starting point for readers.

Other Evaluation Ideas

A summary of other evaluation techniques, in addition to paper-and-pencil achievement tests, is provided for your consideration. These deal primarily with assessing procedures, products, personal-social adjustments, or motivations.

I. Observational Techniques

A. Anecdotal records

B. Rating scales for teacher and student use

1. Numerical scales
2. Graphic scales
3. Descriptive graphic scales

C. Ranking methods

IDEA FOR RATING SCALE FOR CLASS PARTICIPATION

(At the end of each _____, a "score" will be recorded as evidence of the type of participation typically represented.)

2	3	4	5	6	7	8	9	10
No overt contribution to class. Somewhat inattentive or <u>remarks</u> irrelevant, or <u>tends to repeat</u> , ramble, or monopolize.	Occasional participation of fair quality. Cannot always support or justify contributions.	Contributes steadily with varying quality, usually relevant, but seldom expanding a point. May exhibit limited depth of knowledge.	Contributes infrequently, but with high quality. Supports answers with good reasoning, or raises questions which show reflective thinking.	Contributes frequently. High quality in depth and range of remarks. Raises good questions which help to clarify discussions.				

D. Checklists

E. Peer appraisal in addition to devices in "B" and "D"

1. "Guess who" technique
2. Sociometric techniques
3. Social relations, or classroom distance scales

II. Self-report Techniques

A. Information concerning student's past behavior

1. Activity checklists
2. Experience checklists
3. Logs and diaries
4. Autobiographies

B. Information concerning student's inner life

1. Problem checklists
2. Personality inventories
3. Projective techniques
4. Interest inventories
5. Attitude scales and checklists
6. A study of choices
7. Incomplete sentences

C. Information concerning present student status as to

Opportunity
Interest
Information

Mastery Tests for Diagnostic Purposes

So far this article has paid little attention to "tests" in the usual sense. In this section, however, the use of carefully planned tests is suggested as a method of finding out if students have some basic understanding rather than assuming they are ready for higher cognitive processes.

A typical objective for home economics is "ability to plan nutritious meals," or "to select nutritious foods for a given situation." Before attempting to evaluate students in terms of these objectives, a teacher may find it profitable to check for mastery of certain facts and relationships basic to achievement of either objective. What relationships need to be understood about what kinds of information in order for students to demonstrate competency in the objectives? For example, it would seem that the student would need to know

sources of food nutrients in the foods one eats,
what the food nutrients are, i.e., names and categories,
functions of the nutrients, i.e., why one has to have them.

The student would also need to understand the relationship between these three types of information.

An analysis of the knowledge and understandings basic to the desired competence could point the way to the need for being sure of learnings at these levels before expecting application or synthesis. Mastery of certain elements is necessary before proceeding to higher levels.

Each of the types of information mentioned above can be paired with each of the other types. Situations or problems can then be provided so that when one type of information is given, the student is expected to provide the designated other type.

The student is <i>given</i>	The student <i>answers</i>
1. A food source	A primary nutrient
2. A food source	Function served
3. Function	A food source
4. Function	Nutrient
5. Nutrient	Function
6. Nutrient	A food source

Games, crossword puzzles, or some type of creative drill could be used to help students practice these associations. However, if the teacher wishes to diagnose *each* student's mastery of these facts in various relations, a variety of multiple-choice questions could be used to which each student would respond in writing. Two examples of questions for each of the above associations are given below. A teacher would need to develop several more questions so as to have adequate sampling about all the nutrients, their functions, and likely foods in the student's diet.

1. *Given the food, he selects the nutrient.*

* Cornflakes are primarily a good source of

- A. carbohydrates
- B. complete protein
- C. vitamin A
- D. vitamin C

* Fish help to supply the needed amounts of

- A. ascorbic acid
- B. iodine
- C. carbohydrates
- D. iron

2. *Given the food, he selects function served by food.*

* Cheese and meat are used interchangeably in meals because

- A. they are both animal products.
- B. both foods are nutritious.
- C. each contains body-building substances.
- D. it is desirable to provide variety.

* The body uses food nutrients supplied in eggs to

- A. supply fuel.
- B. build and maintain blood, muscle, and bone.
- C. prevent goiter.
- D. to prevent scurvy.

3. *Given a function, he selects a food source.*

* Which food is the cheapest to buy as a source of energy?

- A. Bread
- B. Eggs
- C. Green vegetables
- D. Lean meat

* Which food supplies the body with a substance needed for red cells of the blood?

- A. Butter
- B. Oranges
- C. Liver
- D. Beets

4. *Given a function, he supplies a nutrient.*

* Which of the following food substances more quickly furnishes the body with energy?

- A. Carbohydrates
- B. Minerals
- C. Proteins
- D. Vitamins

* Which one of the following food substances is needed in building muscles in the body?

- A. Carbohydrates
- B. Minerals
- C. Proteins
- D. Fats

5. *Given a nutrient, he supplies the function.*

* To which part of our body does iron make its biggest contribution?

- A. Teeth
- B. Bones
- C. Blood
- D. Muscles

- * A diet high in protein is needed after a long illness because protein
 - A. is a good source of energy.
 - B. one's appetite has returned.
 - C. builds blood.
 - D. builds muscle tissue.

6. *Given the nutrient, he selects a food source.*

- * The best source of Vitamin A among the following is
 - A. meat and poultry.
 - B. tomatoes.
 - C. carrots.
 - D. starchy vegetables.
- * Foods richest in iron are
 - A. legume vegetables.
 - B. dairy products.
 - C. liver and lean meats.
 - D. carrots and leafy vegetables.

Although questions similar to the above would be designed with certain categories of information and relationships in mind, they would be presented to the students in a scrambled, or random, pattern. As the teacher analyzes results, however, she would need to chart successes and failures according to some plan. By pinpointing where difficulties are found--for the class as a group or for individuals--necessary review and re-teaching could be more effectively planned. All scoring would be done with the above in mind. Grades would not be given for relative achievement of different students.

Items designed for a mastery test can also be used for pre-assessment so that results serve as a basis for planning. Self-scoring by students can enable them to discover where they are well versed and where they are having difficulties. Setting goals for learning may be much easier than if the teacher hands down the "word" about the trouble spots.

Some other aspects of home economics subject matter for which one may find it desirable to check for mastery are:

- measuring units and equivalents
- nomenclature for equipment and its parts
- specialized terminology and vocabulary in any area.

Do teachers expect too much too soon, before adequate groundwork is laid? Do some teachers expect too little because no investigation has been made about what is already known and understood? Evaluation as a base for subsequent decisions and planning is necessary.

An Idea for Evaluating Behavior in the Affective Domain

An approach to assessing students' affective behavior (values, attitudes, and the like) has been suggested by Kapfer.⁵ First of all, state the objective as an *unobservable* behavior (e.g., receiving, responding, valuing, etc.) and then state the related observable *area of behavior*. Secondly, state finite linear steps in a continuum of behaviors beginning with the negative or neutral end and progressing to the positive.

An example of one such objective (adapted from Kapfer) is given below. This can be made even more specific by naming the "task." We hope, however, it will be useful in many learning situations in home economics subjects.

The student increasingly values independent learning, as observed in his self-initiating and self-directing behaviors.

Continuum
of behaviors

1. Given a task to do with specified directions, the student follows directions with teacher help.
 2. Given a reasonably familiar task to do, the student reads directions before asking for teacher help.
 3. Given a new task, the student seeks own resources rather than requesting help from others.
 4. Given opportunity to choose a new task, student prefers an assigned one, but carries it out by finding own resources.
 5. Given opportunity to choose a new task, student investigates possible problems and weighs consequences of actions before reaching a decision.
 6. Student seeks new tasks and prepares thorough plans for their accomplishment.
-

The student can utilize the above (as he can any behavioral objective) to learn the expected behavior and to evaluate his progress in achieving the behavior. Something like the following might be given to students with the above objective.

Here is an objective and a continuum of statements representing behaviors at varying levels, all relating to one's attitude

⁵Philip G. Kapfer, "Behavioral Objectives in the Cognitive and Affective Domains," reprint from *Educational Technology*, June 15, 1968.

toward independent learning. You are the one to decide what kind of a person you want to be, how independently you would like to function. You will need to begin by evaluating yourself. Decide where you are now on the continuum, and then decide if you are satisfied with that level or want to go higher. We will discuss with you where we think you are, and if our evaluation differs from your self-evaluation, we will want to see why it does.

Self-evaluation and cooperative evaluation are two hallmarks of evaluation practices which should lessen failure and frustration on the part of students. If students are provided with reasonably paced steps by which to measure progress, unattainable goals may be avoided. Let us remember, moreover, that *practice* in the *process* of self-evaluation is probably of as much significance, if not more, than mere symbols or checks on some rating device.

The attitudes a teacher has toward evaluation, her understanding of its purposes, the tools she uses, and the way she handles results will all influence affective learning on the part of her students. With this in mind a paraphrase of Dorothy Law Nolte's *Children Learn What They Live* is offered for your cogitation.

- If a student lives with criticism he learns to condemn . . .
- If a student lives with hostility he learns to fight . . .
- If a student lives with fear he learns to be apprehensive . . .
- If a student lives with pity he learns to feel sorry for himself . . .
- If a student lives with ridicule he learns to be shy . . .
- If a student lives with jealousy he learns what envy is . . .
- If a student lives with encouragement he learns to be confident . . .
- If a student lives with tolerance he learns to be patient . . .
- If a student lives with praise he learns to be appreciative . . .
- If a student lives with acceptance he learns to love . . .
- If a student lives with approval he learns to like himself . . .
- If a student lives with recognition he learns that it is good to have a goal . . .
- If a student lives with sharing he learns about generosity . . .
- If a student lives with honesty and fairness he learns what truth and justice are . . .
- If a student lives with security he learns to have faith in himself and those about him . . .
- If a student lives with friendliness he learns that the world is a nice place in which to live . . .
- If you live with serenity (about your evaluation processes) your students will live with peace of mind . . .

CONSIDERATIONS FOR EVALUATING EVALUATION INSTRUMENTS

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The following could be used as a checklist as one develops evaluation devices and as a final audit after one is prepared; or if one looks for a device already developed, one could use these ideas to help decide whether or not that particular instrument served the purposes for which it was to be used.

Each teacher can devise her own symbols for checking presence, absence, and degree of quality for the suggestions listed, or the following might be possible:

- ✓ for present and satisfactory
- ? for doubtful
- for negative value

Some descriptive phrases will also be needed when recording data about an instrument.

NAME OF INSTRUMENT OR DEVICE _____

_____ FACE VALIDITY. Does the instrument look like it will measure what it is intended to measure?

_____ RELIABILITY. Is this device likely to assess the desired behavior or evidences accurately and consistently?

EASE OF USE.

_____ Too difficult for intended group or too difficult to administer

_____ Might try it once

_____ O.K.

_____ Easy

READING LEVEL DIFFICULTY.

Directions Content

- | | | |
|-------|-------|---------------------------------|
| _____ | _____ | High difficulty |
| _____ | _____ | Medium difficulty |
| _____ | _____ | Low difficulty |
| _____ | _____ | No reading required by students |

JUDGMENT TO BE MADE ABOUT COLLECTED EVIDENCE.

- _____ Objective, not dependent on opinion of evaluator
- _____ Subjective, purely opinion of evaluator
- _____ Objective-subjective, some combination of educated observation needed

WHO DOES THE EVALUATION?

Student Teacher

- | | | |
|-------|-------|------------------------|
| _____ | _____ | Records the evidence |
| _____ | _____ | Evaluates the evidence |

ASPECT OF LEARNING PERFORMANCE MEASURED.

- _____ Cognitive
- _____ Affective
- _____ Psychomotor
- _____ Other _____

EXPECTED STUDENT REACTION TO PROCESS.

- _____ May enjoy
- _____ May think O.K.
- _____ Don't know
- _____ May feel fear or threat
- _____ May reject

IS THIS ASSESSMENT REALLY HELPFUL FOR SOMETHING?

_____ Much value

_____ Some value

_____ Little or no value, seems like "busy work"

SPECIFIC SITUATION(S) IN WHICH I MIGHT USE THIS (i.e., what specific class, group, or individual, and at what time in relation to other teaching-learning experiences).

SPECIAL CONDITIONS OR RESOURCES NEEDED (i.e., projection equipment, actual objects, special reading material for ready reference, etc.)

FOR WHAT PURPOSES WILL COLLECTED EVIDENCE BE USED?

_____ Primarily feedback to students

_____ Base-line data for planning goals and experiences for learning

_____ Comparison to previous assessments

_____ Justifying a program (example: to initiate a proposal or for final report of a project)

_____ For improvement of the instrument (example: dry runs or pilot studies)

_____ Diagnoses of learning accomplished so as to improve teaching

_____ discover variables not considered before

_____ students' perception of content

_____ possibility of certain "set" in responding

_____ other _____

CHANGES NEEDED IN INSTRUMENT BEFORE USING (examples: clarify instructions, change difficult words, change format, add or delete sections).

FINAL JUDGMENT ABOUT USING AND/OR REVISING INSTRUMENT IN LIGHT OF ABOVE FINDINGS AND IN LINE WITH OBJECTIVES FOR GIVEN GROUP AND SITUATION.

QUESTIONS WHICH NEED ANSWERING

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As home economics education reappraises itself in response to the change in focus initiated by recent federal legislation, there are innumerable questions--both old and new--which need to be answered. Many of these questions represent researchable problems of multiple dimensions. Yet, many need immediate answers. Moreover, the kinds of answers which are forthcoming may have a profound effect on the future of home economics in vocational education.

The following list includes a few of the questions considered relevant in evaluating aspects of home economics education.

Program Evaluation

- What evaluation techniques are most suitable for judging the effectiveness of a total home economics program?
- What is the holding power of vocational home economics programs? Is there evidence of improvement in students' grades, of lowered dropout rates?
- What specific instructional aids and resources are most useful with students in low socioeconomic groups? With students with other handicaps or disadvantages?
- What are the facts concerning results of home economics instruction in personal living and in home practices?
- Does nutrition education lead to more adequate diets when families are established?
- Does better nutrition contribute to employability?
- Does child development education of prospective parents result in fewer maladjustments between parents and among children?
- How do divorce rates of persons with home economics backgrounds compare with the general population?

Curriculum Change

- What valid evidence is there to substantiate the need for specific revisions in the curriculum?
- What approach(es) are most effective for initiating needed changes in home economics programs?
- What course titles (and content) are most appealing to today's students--boys and girls?

Consumer Education

- In what specific ways can home economics education help in solving environmental problems--disposal of by-products of consumption, control of population, etc.?
- What means are most effective for consumers to get action on their grievances in the market place?

Dual Role

- What are the most difficult problems encountered by women in managing a dual role?
- What are attitudes of men about the dual role of women which influence their work?
- How do men perform in a dual role in today's society?

Occupational Education

- How should teachers be prepared for emerging occupational programs?
- How does supervised field experience compare with in-class instruction in preparing occupational teachers?
- What amount and kind of work experience best qualifies a teacher for conducting an occupational program?
- How do various types of occupational home economics programs compare in costs per pupil?

Concept of Work

- What employment expectations do students have at different age levels? What influences these expectations?

- Can valid and reliable instruments be developed to measure changes in attitudes toward work resulting from vocational education?

Occupational Forecasting

- What job opportunities are projected for home economics occupations at various levels?
- What general occupational trends can be anticipated for occupational areas within home economics?
- To what extent is sex discrimination a problem in home economics occupations?
- What means are most effective for recruiting and encouraging high ability students to prepare for advanced-level professional careers in home economics?



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EVALUATION OF AN EXPERIMENTAL UNDERGRADUATE COURSE IN OCCUPATIONAL EDUCATION

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An evaluation was undertaken to determine if an experimental undergraduate course in occupational education had significantly influenced the students' attitudes, their knowledge about and preferences for teaching in an occupationally oriented program. The evaluation was a part of a larger research project¹ oriented toward clarifying the goals of teacher preparation.

Rationale for Experimental Undergraduate Course and the Evaluation

Preparation for homemaking was the primary emphasis in home economics education at the secondary level prior to 1963. Thus the goal of teacher education was preparation of teachers for the homemaking programs. The enactment of the 1963 Vocational Education Act highlighted a change in emphasis by providing for funding of programs in home economics at the secondary level which were oriented toward employment opportunities. A stipulation in the 1963 Act, which focused attention on occupational education, was the requirement that for the fiscal year 1966 and subsequent years, 10 percent of funds which were authorized under the Smith-Hughes and George Barden Acts for home economics education must be expended by the state for preparation which is job-oriented, or as alternative, be transferred to some other vocational program.

As a result of the 1963 Vocational Education Act, home economics educators took a new look at the vocational purposes of home economics education. This new look provided the theme for a conference at the University of Illinois in the spring of 1963. Rupert Evans, at that time Dean of the College of Education, University of Illinois, and a noted vocational educator, assisted home economics educators in clarifying their new role by a presentation at the conference entitled "Questions for Your Consideration."² In his presentation he said,

¹Norma Bobbitt, "A Comparative Study of Undergraduates, Homemaking Teachers and Occupational Teachers to Ascertain Attitudes, Knowledges and Plans in Relation to an Employment Emphasis in High School Home Economics" (unpublished Ph.D. dissertation, University of Illinois, 1969).

²Rupert N. Evans, "Questions for Your Consideration." *A New Look at the Vocational Purposes of Home Economics Education (Conference Proceedings)* (Urbana, Ill.: University of Illinois, Division of Home Economics Education, Department of Vocational-Technical Education, 1963), p. 89.

"The principal question is *not* 'Should Vocational Education be provided for women who are, or plan to be, wage earners?' but the question is, rather: 'Is Home Economics Education to participate in the education of women for wage earning, along with other groups of vocational educators, employers and unions?'" Apparently home economics educators have decided that the latter question should be answered affirmatively because state supervisors of home economics education reported in a 1969 survey by Bobbitt³ that occupational programs at the secondary level are in operation in forty-eight of the fifty states.

In view of the emerging emphasis on occupationally oriented programs at the secondary level, the staff in the Home Economics Education Division at the University of Illinois deliberated what should be the present goal or goals of the teacher education program.

Evans⁴ aptly identified the basic question involved in the staff's decision with his question, "Is education for wage earning occupations to be a by-product or a principal activity of Home Economics?" Also, in the attempt to establish the goals of teacher preparation, answers to some other important questions must be considered, such as:

1. Should specific preparation as a teacher of an employment program be a part of the undergraduate program?
2. Should specific preparation as a teacher of an employment program be obtained through course work at the graduate level only?
3. Should preparation as a teacher of employment programs be a part of a fifth year program at the undergraduate level?
4. Should the present four-year program be retained but re-organized to offer two options of teacher preparation--one to prepare teachers for the homemaking programs and another to prepare teachers for employment programs?

Plans for Operation

In an attempt to determine some of the experiences which could contribute to the goals of teacher education, an undergraduate course⁵ relating specifically to organization and supervision of an occupationally oriented program was offered on an experimental basis for the 1968-69 school term at the University of Illinois, Urbana-Champaign.

³Norma Bobbitt, "A National Survey of Guidelines and Procedures for Home Economics Occupational Programs to Identify Areas of Commonality" (unpublished paper for Votec 449, University of Illinois.

⁴Evans, *op. cit.*

⁵Bessie Hackett, "An Undergraduate Course in Employment Education: Plans for Instruction," *Illinois Teacher*, 12(6) (1968-69), 328-354.

An evaluation was undertaken by the author to determine whether the undergraduate occupational education course helped students: (1) to obtain significant knowledge about the occupationally oriented programs in home economics, (2) to make a significant change in attitudes toward the aspect, and (3) to desire to become teachers in a job-oriented program. A random sample of occupational and homemaking teachers in Illinois was used as comparison groups with the students enrolled in the undergraduate occupational education course.

After reviewing literature in the area, the author developed a summated rating attitude scale by writing a master list of statements related to the occupational aspect of home economics education. Each statement was evaluated, selected or deleted, and assembled into a tentative summated rating scale. The rating scale⁶ was refined after review by specialists and try-out tests.

A second evaluation device⁷ was developed which reflects the knowledge and skills recommended for teachers who conduct programs in home economics occupations. The guidelines and objectives of home economics occupational programs of a number of states were studied in detail and used as a basis for items incorporated into the instrument. Again the evaluation device was refined after review by a panel of specialists and try-out tests. Also, an instrument was developed to identify the teaching preferences of the participants.

Research hypotheses were formulated and tested with a one-way analysis of variance for a significance at the .05 level. Analyses of the data revealed that the home economics students who completed the experimental undergraduate course in employment education differed significantly from the occupational and homemaking teachers in regard to attitudes toward the employment emphasis in home economics. The students' attitudes were more favorable toward the employment emphasis in home economics education than either the homemaking or occupational teachers. However, the occupational teachers were more similar to the students in their attitudes than were the homemaking teachers.

The home economics occupational teachers were more knowledgeable about the employment aspect of home economics than the home economics education students, but not significantly. The occupational teachers and home economics education students were significantly more knowledgeable about the employment emphasis in home economics than the homemaking teachers.

The home economics education students indicated a somewhat stronger tendency to prefer to teach in all types of occupational programs below the post-high school level than did the occupational and homemaking teachers.

⁶Norma Bobbitt, "Procedures for Evaluation of Undergraduate Course in Employment Education," *Illinois Teacher*, 12(6) (1968-69), 360-363.

⁷*Ibid.*, pp. 355-360.

Conclusions

The results of the study indicated favorable differences for the 1969 University of Illinois home economics education graduates who completed the experimental undergraduate course in employment education in regard to their attitude toward the employment emphasis, their knowledge about the employment aspect and their teaching preferences in occupational programs. Therefore it was recommended that course work planned specifically to teach organization and supervision of occupationally oriented home economics programs be incorporated in undergraduate curriculums for home economics education.

AWARENESS

Elaine E. Creigh

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"Today we can keep ourselves so busy, fill our lives with so many diversions, stuff our heads with so much knowledge and involve ourselves with so many people that we never have time to probe the fearful and wonderful world within."

--John W. Gardner¹

"We perceive less clearly, and as a result we feel less--we use our dulled senses to close ourselves off Today we also dull our perceptions of how other people feel and we consistently shut off awareness of our own feelings."

--Herbert A. Otto²

Motivated by the above messages, other articles I had read, and by my own observation of human behavior, I began my ninth grade Home Economics unit, "Making the Most of Myself as a Person," with new enthusiasm and a new approach.

No preliminary explanation of the unit was given before it began and the title of the unit was never mentioned. Instead, a somewhat dramatic approach, designed to motivate and stimulate, was taken. A bulletin board display put up immediately before the students arrived in the classroom directed--BE AWARE! LOVE! FEEL! Simple line drawings of children of different races at play were also displayed. As students entered the room they were told to take out paper and pencil in order to write their feelings or emotions as events took place during the class. They were told not to speak and not to react visibly so that they would not influence the feelings of others.

The next step was to produce stimuli in a numbered sequence in the form of poetry, music, and pictures. As each audio or visual stimulus was presented the students were asked to write beside the corresponding number whatever feeling or feelings they were experiencing. If they truly felt nothing, they were directed to write "nothing" next to the number for that stimulus.

The specific stimuli presented follow. The poem "Daffodils" was used first since it gives a few clues as to how one might feel and seemed a good beginning for students of this age.

¹In an address "Know Yourself!"

²"New Light on Human Potential," *Saturday Review*, December 20, 1969, p. 14.

1. Poem, "Daffodils" by William Wordsworth
2. A picture of a delectable dessert in full color
3. Recording of "Pathetique Symphony" by Tchaikovsky (three minutes of the first movement)
4. A picture of a baby
5. A photograph of Paul Newman
6. Poem, "Little Boy Blue" by Eugene Field
7. A picture of a beautiful girl
8. A picture of a dirty, malnourished child

At the end of these presentations, the students' papers (which did not have names, to preserve honesty) were read aloud as we reviewed the stimuli. From this they realized that their reactions were sometimes similar and often quite different. Many were appalled to find fellow students admitted to feeling "nothing" for things about which they had had very definite feelings. The stage was set for developing awareness and we went on to explore self-awareness as a first step. The question was asked at the end of the class, "Why do you act the way you do?" Answers were to be given the following day.

The students' responses were fairly well thought-through. With direction they were able to discuss in the next few days such concepts as: basic personality types, heredity, placement in the family (oldest, youngest, middle, or only child), economic situation, educational background, maturity, and finally needs and goals.

Several short "tests" from recent periodicals concerning maturity level, personality traits associated with color preferences, and others were used as "gimmicks" to begin discussions. These proved to be fun and served their purpose well.

The next step was to attempt to develop in the students an awareness of other peoples' feelings. We began by playing a version of "people-watching." Two faculty members, who were known by sight only to the students, were chosen as subjects for short paragraphs. Each student chose one of these people to write about and tried to guess his background and interests. The teachers, who agreed to cooperate, were interviewed so that each student could see just how perceptive she had been. They also tried a similar "guessing game" with their best friends. The results in both experiments were, on the whole, not very accurate in comparing perceptions gained from observations and from interviews. We all agreed that we had a great deal to learn about truly sensitive observation.

The realm of non-verbal communication was studied for several days as a means of becoming more intelligent observers. "We Speak--In

Silence" by Elizabeth Simpson³ was used as a basis for the discussion and the students contributed two additional articles: "How to Read Body Language" by Flora Davis, *Glamour* (September 1969) and "The Loving Message in a Touch" by Norman M. Lobsenz, *Woman's Day* (February 1970).

The students seemed to be growing in their desire to understand the other person's point of view. One unbroken thread ran continuously through the discussions no matter what subject was originally broached. Very simply, their deepest concern was, "Why do parents act the way they do? Why do they try to run our lives?" The obvious solution was to get some parental viewpoints which prompted inviting a panel of parents to the class to try to answer these questions. None of the parents asked to be panel members had students in the class.

The ultimate goal in this unit was to help the students to gain empathy for other people because only then can one act to try to make the world a better place for everyone. Before empathy comes sympathy, and the students found themselves feeling more sympathetic toward others, which is a step in the right direction.

There seemed to be no point in having a traditional written examination after the unit. Instead, for the last week, the students were asked to keep a diary (which would not be too personal for me to read) of their experiences with other people. On the Sunday of that week they were to read over each day and do some self-analysis. If a day's experiences were good, they were to try to explain why this was so. Conversely, if difficulty with someone was experienced on a given day, they were to write a different approach that could have been taken with the person. Also, the students could explain facts obtained after the incident that made them wish they had acted differently.

Who can successfully evaluate such a unit? On the last day I said to the class, "We've done a lot of talking, but what have we learned?" The responses were positive and my two favorites are, "My whole day goes better after this class," and "The most important thing to me is to know who I am."

³Elizabeth Simpson, "We Speak--In Silence," *Illinois Teacher*, 9(4) (1965-66), pp. 192-198.

BOOK REVIEW

Evaluation in the Teaching of Home Economics, by Louise MacKenzie.
Danville, Illinois: Interstate Printers and Publishers, 1970.
82 pp. \$2.00.

This book is programed learning material which deals with how measurement and evaluation may be used to the best advantage in a school situation. The contents include eleven lessons as follows:

1. Individual Differences
2. A Part of the Total Program
3. Several Purposes of Evaluation of Achievement
4. Continuous Assessments, Frequent Evidence
5. Measurement and Evaluation
6. Objectives
7. Validity
8. Reliability
9. Objectivity
10. Discrimination
11. How Do I Start?

Each lesson has two major parts: (1) a series of statements giving appropriate information with opportunity to test one's grasp of the information by completing certain incomplete statements, and (2) a problem at the end of each lesson which gives the student an opportunity to apply what he has learned as if in a situation evaluating home economics teaching. Immediate feedback about the accuracy of completed statements is provided before moving on to the next statement in a lesson. Also, a thoroughgoing analysis of possible answers to each problem is provided for each lesson. In addition there is a 58-item final quiz covering all lessons. Answers are identified with the lesson which had dealt with that subject to facilitate review of misunderstood concepts.

Since this material is designed for self-study and self-teaching, the short lessons lend themselves well to the student individualizing his own pace, or to the use of certain lessons for remedial purposes. When class time does not have to be used for giving background information, discussion revolving around the problems can be provocative. Implications of using the concepts can be explored. To give students opportunities to test wider applications and to develop evaluation devices which illustrate the principles under consideration, additional problems could be presented by the instructor. This reviewer sees this publication as very useful for prospective teachers as well as for teachers in service who wish a quick refresher course in evaluation.

Order from The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

--Mary Mather

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